DOCUMENT RESUME

ED 084 724 EC 060 499

AUTHOR	Novakovich, Harriet; Zoslow, Sylvia
TITLE	Target on Language.
INSTITUTION	Christ Church Child Center, Bethesda, Md.
PUB DATE	73
NOTE	390p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	Auditory Perception; Aurally Handicapped; Class Activities; Cognitive Development; Communication Skills; Curriculum Guides; Disadvantaged Youth; Early Childhood; *Exceptional Child Education; *Instructional Materials; *Language Development; *Learning Disabilities; Memory; Mentally Handicapped; *Teaching Guides; Visual Perception

ABSTRACT

Presented for teachers, clinicians, and parents is a manual describing approximately 700 activities to be used for language and cognitive development of culturally-deprived, mentally-retarded, hearing-impaired, and learning-disabled preschool or primary grade children. The communication processes in the manual are said to have been derived from the clinical model of the Illinois Test of Psycholinguistic Abilities. The format of the manual, which is divided into a section on curriculum and a section on language; the paginal cross-reference system; and the presentation of activities according to a hierarchy of increasing difficulty are explained. Suggestions are made regarding teaching style, activity management, and behavioral management through environmental structure. Directions, materials, and resources for activities that develop visual and auditory reception and association, manual and verbal expression, visual and grammatic closure, visual and auditory memory, auditory closure, and sound blending are given for the following curriculum areas: color, food, animals, toys, clothes, seasons, shapes, sizes and basic measurement, family, houses and homes, community helpers, senses, transportation, body parts, and opposites and analogies. Each section on an area of language to be strengthened, such as manual expression, is preceded by an introduction which defines the area, suggests a sampling procedure such as asking the child to show use of a comb to assess capabilities in the area, lists skills required for proficiency, and to illustrate approaches to arrangement of pictures or objects that are appropriate for activities. (MC)

FILMED FROM BEST AVAILABLE COPY

ED 084724

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

a
guide
for
teachers
aides
parents
remedial experts

TARGET ON LANGUAGE

700
activities
to develop
language skills
through
CURRICULUM AREAS
and
PSYCHOLINGUISTICS

EC 060 499

CHRIST CHURCH CHILD CENTER

TARGET ON LANGUAGE

Owing to the restrictions imposed by printers' deadlines, it was not possible to make the following layout adjustments prior to publication:

pg. 23 - Activity 2 label should read Auditory Closure

pg. 67 - Activity 1 label should read Auditory Association
Activity 2 label should read Verbal Expression

pg. 80 - Activity 2 label should read Auditory Closure
Activity 3 label should read Sound Blending

pg. 320 - Line 6 -refers to Additional Suggestions, pg. 326
Line 7 refers to Supplentary Materials, pg. 327

pg. 329, 330, 331 - Templates are arranged in increasing order of difficulty

Any References to Appendix will be found in the appropriate "Supplementary Materials List". Lists follow each Psycholinguistic Section.

ED 084724

TARGET ON LANGUAGE

written by HARRIET NOVAKOVICH and SYLVIA ZOSLOW

assisted by Carolyn Teegarden and Judith Smith

under supervision of Shari Gelman

cover design: Barbara Yeaman

illustrations: Anne Holmgren, Bill Lewis, Steve Wagner and Sandra Williams

CHRIST CHURCH CHILD CENTER
8011 Old Georgetown Road
Bethesda, Md., 20014

Acknowledgments

There are many people and organizations to whom we owe a debt of gratitude:

The Walter H. Rich Foundation has made the development of this book possible through a series of contributions. For this we express our deep appreciation.

We are especially grateful to the congregation of Christ Lutheran Church for their unfailing support and encouragement.

Special thanks go to the Board of Directors for their faith and enthusiasm and for their invaluable advice, and to the members of the teaching staff of the Christ Church Child Center who field tested the activities included and made suggestions for enriching them.

Grateful appreciation also goes to Mrs. Grace Reynolds and Mrs. Eleanora White for their patient and thorough typing and retyping; and to Mr. and Mrs. Charles Simpson and Mrs. Mary Merrick for their assistance in looking into the myriad details that went into the development of Target on Language.

© 1973, Christ Church Child Center

Library of Congress Catalog card number: 73-85256

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Christ Church
Child Center

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Table of Contents

Acknowledgments

Preface V

The Design Structure of the Book VI

Teaching Style VIII

Activity Management XI

Behavior Management through Environmental Structure XI

Curriculum Areas

Color 1
Food 9
Animals 25
Toys 41
Clothes 51
Seasons 63
Shapes 73
Sizes and Basic Measurements 81
Family 87
Houses and Homes 98
Community Helpers 111
Senses 123
Transportation 161
Body Parts 173
Opposites and Analogies 185

Language Areas

Visual Reception

Definition, Sampling Procedure, Deficit Remediation 207
Activities 210
Suggestions and Materials Lists 236

Auditory Reception

Definition, Sampling Procedure, Deficit Remediation 239
Activities 241
Suggestions and Materials List 250

Visual Association

Definition, Sampling Procedure, Deficit Remediation 253
Activities 255
Suggestions and Materials List 272

Auditory Association
- Definition, Sampling Procedure, Deficit Remediation 275
- Activities 278
- Suggestions and Materials List 308
- Integrated Association Materials List 308

Manual Expression
- Definition, Sampling Procedure, Deficit Remediation 309
- Activities 310
- Suggestions and Materials List 314

Verbal Expression
- Definition, Sampling Procedure, Deficit Remediation 315
- Verbal Expression Chart 316
- Suggestions and Materials List 317

Visual Closure
- Definition, Sampling Procedure, Deficit Remediation 319
- Activities 321
- Suggestions and Materials List 326

Grammatic Closure
- Definition, Sampling Procedure, Deficit Remediation 333
- Activities 334
- Suggestions and Materials List 372

Visual Memory
- Definition, Sampling Procedure, Deficit Remediation 373
- Activities 374
- Suggestions and Materials List 375

377

Auditory Memory
- Definition, Sampling Procedure, Deficit Remediation
- Activities 379
- Suggestions and Materials List 380
- Integrated Memory Materials List 388

388

Auditory Closure
- Definition, Sampling Procedure, Deficit Remediation 389

Sound Blending
- Definition, Sampling Procedure, Deficit Remediation 390

Preface

Early childhood education teachers, special education teachers, and speech and language clinicians have felt a pressing need for a structured program which presents a systematic approach to language development within the framework of curriculum planning. This book was written with that need in mind.

The language staff of the Christ Church Child Center, a diagnostic school for children with learning disabilities, has developed over the past eight years, a simple, easy-to-handle manual which is intended to be used by teachers, clinicians and parents alike. Systematic use of the approach presented in this manual has shown that the learning process can be substantially accelerated. No formal preparation in language development is required to use this manual effectively.

The manual is a compilation of over 700 original activities that were created to develop language and cognitive skills with children. Each activity was field tested in a variety of educational settings. Only those found to be most effective were selected for the program.

The approach taken in Target on Language proved to be so successful that we were urged by the professional community and parents to make it nationally available for use at the pre-school level and in primary grades. It is designed to improve the language skills of children who are culturally deprived, mentally retarded, hard-of-hearing, or who have learning disabilities.

The communication processes considered here were originally derived from the clinical model of the Illinois Test of Psycholinguistic Abilities. This schema delineates the essential features of the communication process. We have since augmented several of the sections to provide for more distinctive refinement. The curriculum area includes units most often used by teachers of young children.

The authors wish to thank Dr. Samuel A. Kirk, Professor of Special Education, University of Arizona, and Dr. James J. McCarthy, Professor of Education, University of Wisconsin, both of whom developed the Illinois Test of Psycholinguistic Abilities.

The Design Structure of the Book

This book is divided into two major sections: the first, according to curriculum; the second, according to language. The curriculum area is subdivided into 16 units most often used by teachers of young children. The language area, designed to develop the specific skills necessary for understanding, organization, and expression of information, is subdivided into 12 distinct components. The emphasis is on looking/listening --- thinking ---talking/doing.

The detailed analysis that characterizes this program provides for a system which coordinates LANGUAGE DEVELOPMENT with CLASSROOM WORK, thus enabling the teacher and clinician to integrate easily language instruction into the regular curriculum or to work on discrete language skills in a separate time block. The flexibility of the program allows the teacher or parent to structure the lesson to a specific situation or tailor it to a special child. Since application of the program is not burdened by rigid instructional methods, the child becomes spontaneously involved.

The reader's attention should be directed to the design structure of the book:

● Each page is cross-referenced. For example, an exercise sheet in the curriculum unit on a category such as "Animals" would also appear separately under the specific language processes it remediates. Since many of the activities involve more than a single aspect of communication, it was not possible to apply uncontaminated labels. Thus, many activities do much more than the labels, even dual labels, suggest. The individual activities were categorized according to the language area of greatest relevance.

● The activities within a single unit were arranged into a hierarchy of increasing difficulty ..... from simple to complex.

● Each psycholinguistic section is preceded by an introductory page. Careful study of the information on this page provides the background for determining the level at which to begin for each child and creates an awareness of the necessary prerequisite skills to be developed. Thus, the information here serves as the general guideline for identification of strengths and weaknesses in ea child; that is, that which gives the picture of his language abilities. The introductory page is indexed as follows:

THE DEFINITION - An explanation of the process.

THE SAMPLING PROCEDURE - The suggested method for examining the child's capabilities in this area.

DEFICIT REMEDIATION - Principles to guide the development of the skill.

- Each activity in the program is preceded by very specific, easy-to-follow directions.

- Suggestions for materials to use in an activity are included where it is appropriate.

- Resource suggestions, such as games and toys, are listed to enrich the development of the individual skill. These can be found at the end of each psycholinguistic area.

- The activities do not require that the child read or write. Some activities, after directions have been given, can be done by the child independently.

- The activities can be done on a one-to-one basis or can be adapted for use with a group of children.

- Each sheet marked with an * indicates an activity that is particularly adaptable for a homework assignment. After one of these activities has been successfully handled in the classroom setting, the teacher can send it home for further reinforcement by the parents.

In some sections, the nature of the curriculum topic, (for example: COLOR) does not lend itself to the development of activities for every psycholinguistic area, (for example: VERBAL EXPRESSION). Such a combination would result in the unwieldy direction, "Tell me everything you can about pink."

This manual is not intended as a curriculum guide. Rather, its use provides for a teaching style that facilitates the learning of content material. It emphasizes the various aspects of language development and insures that the teacher does not rely on only one or two facets of the communication process while meeting curriculum needs. The net result is the assurance of a balanced program for cognitive skills, the heart of the learning process.

Teaching Style

This section is intended to alert the instructor to certain factors of the teaching situation. The manner in which any one of these elements is handled can critically influence the learning climate.

The instructor needs to be aware that even the smallest action might affect the total learning situation. Develop a sensitivity to such seemingly small phenomena as:

1. Voice changes - raising or lowering voice for effect.

2. Mood changes - children are keenly responsive to adult moods. Be in command of your feelings so that you can create an atmosphere conducive to learning. At the same time, the teacher should be keenly responsive to the child's emotional needs.

3. Changes of position - determine the vantage point from which to maintain maximum interest and attention - standing near a child, moving to another part of the room, standing near the blackboard, etc.

A concept central to the theory of teaching is that a distinction be made between the functions of testing and teaching. Testing is the determination of what the child can or cannot do, while teaching refers to the development of knowledge or skills. Note here that whenever one asks a child a question, one is engaged in the practice of testing; whenever one gives a child information, one is engaged in the practice of teaching. The teacher is involved in both procedures but must be aware of which one is taking place.

An important consideration for teaching is the principle that weak areas be developed through the utilization of strengths. For example, when the auditory channel is the problem area (the child has difficulty understanding what he hears), activities could include support from other channels. In this case, use clues from the visual or tactile channel to get the message through. Start out with concrete materials - use objects (visual and tactile channels) or pictures (visual channel) - and link the auditory information (e.g. the name of the object or the picture used) with the correct visual material (e.g. object or picture). Practice until the visual and/or tactile clues (the supporting channels) are not needed for assistance and the child can depend entirely on his auditory system. (The child is understanding what he hears.) The instructor must always be sensitive to the child's readiness to be weaned from a dependence on other channel clues.

A word of caution for the application of an integrative approach: one must be careful that multisensory presentations do not distract the child. Some children become confused by simultaneous stimulation from more than one sensory channel. For example, the child who is feeling the roundness of a ball in his hand (tactile and visual channels) may become so involved in the manipulation of the object that he is literally unable to process any information the instructor may be giving him.

It is pertinent to note here that when one is working on a specific channel, a clue from another channel automatically changes the focus of the task to an integrated one. That is to say, when the instructor is presenting a visual aid, the introduction of an explanation causes the task to become an integrated one (auditory-visual). Teaching, by nature, often employs integrated activities. The issue here is that of task orientation: one must know the sensory channel to which the activity is directed.

It has been said that the instructor must begin the program of activities on a level at which the child can perform comfortably. In a word, "Start where it's at!" One should recognize, however, that in many cases a child's eyes and ears have been "turned off" by previous failures; so that a program might even have to begin below level.

A success pattern can always be initiated if the first tasks are easy enough. When handling cut-and-paste activities for example: if the child cannot use a pair of scissors, he can participate in the task by drawing a line around the picture to be cut out and the instructor does the cutting. For the child who cannot draw a line around the picture, he can participate by pointing to the picture and the instructor draws the line and does the cutting. For the child who cannot find the picture, the instructor finds it for him; the child can participate in the task by spreading the paste and pressing the picture onto the paper.

Repeat successful activities. It is important that a child experience the glory of success and then that he be able to repeat his successes in the same area. Overlearning is a significant concept for education.

One of the most overlooked dimensions of teaching is the charge to any instructor to analyze the basic elements of a task so that the separate aspects of it can be handled. The need to break a task down into its component parts is essential for the global understanding of teaching.

Why does a child fail to perform in an activity? Fundamental skills are complex and demanding. Many interrelated processes are involved in even the simplest task. Where along the line did a breakdown occur?

The following commonly-seen classroom activity serves to illustrate the point that many factors make up what appears to be only a simple response.

EXAMPLE:

A group of pictures is placed before the child and he is asked to select a specific one. For example, "Find the fire engine." The child responds incorrectly. What happened? One of several factors (or some combination of them) may be the source of the problem:

Hearing Acuity	- The child did not hear the directions.
Auditory Reception	- The child did not understand the directions.
Basic Knowledge and Experience	- The child has never seen a fire engine.
Auditory Memory	- The child did not remember the directions.
Visual Acuity	- The child cannot see the picture clearly.
Tracking - a visual problem needing correction	- The child's eyes do not move smoothly from left to right.
Visual Discrimination	- The child was not able to distinguish the particular features of the object he was searching for. Specifically, the child cannot see the differences between the picture of the fire engine and the other pictures.
Auditory-Visual Integration	- The child cannot match what he hears (the name "fire engine") with what he sees (the picture of the fire engine).
Motor Output - combining the visual activity with the motor activity	- The child cannot direct his hands to point to the correct picture.

***

Look into the next section on "Behavior Management Through Environmental Structure" for information pertinent to managing the teaching situation.

It is also suggested that the reader review all the management sections frequently. Review those sections to reinforce the points once learned, so that they come into use easily.

Activity Management

How to conduct a lesson

(1) Start by finding the level at which each child performs comfortably and proceed from there. (Refer to section on Sampling Procedure.)

(2) Have all necessary materials at hand.

(3) Review the section on Behavior Management as it will help determine the best methods for working with an individual child.

(4) Have the lesson area (table, floor, etc.) uncluttered.

(5) Try to keep the child's attention as you go from one activity to another. (e.g. Be in control. Use appropriate conversation to effectively lead in to the next activity; use economy of motion; give each child some responsibility for clearing the old activity as you set up the new one, etc.).

(6) Review the procedures for cut-and-paste activities in the section on Teaching style.

(7) Keep each lesson fun.

Behavior Management Through Environmental Structures

There are multiple factors that can obstruct the acquisition, learning, and development of skills. A child may fail to perform in a particular task for any one of a number of reasons. It is hoped that the list that follows will help the teacher analyze the child's behavior in learning situations and make the necessary accommodations to help him develop the necessary skills. This list might be duplicated so that it would be available to all those working with the child. Such extensive distribution helps to insure that learning will be maximized for each child.

CHILD MAY BE MOST AVAILABLE FOR LEARNING IF HE:

_____ is in a carrel. (A 3-sided cubical)

_____ has an adult for support or control.

_____ has an instructor who uses changes in voice modulation while speaking; loud or quiet (just above a whisper) - combination of loud and quiet.

_____ has an instructor who uses patterned speech, 2 or 3 word groupings or pauses between each single word.

_____ is working in a dimly lit room.

_____ is working in a darkened area with a spotlight focused on his task.

_____ is working on a colored piece of paper delineating the visual area on which he is to concentrate.

_____ is in a situation offering additional auditory amplification such as a microphone or some other commercially available piece of equipment such as ear training units, etc.

_____ uses tactile/kinesthetic/modality; (allow for as much touching and feeling as possible).

_____ is given more visual clues.

_____ is given more auditory clues.

_____ is given the opportunity to taste when appropriate, in order to reinforce the experience (concept).

_____ is offered a long period of time in which to receive the information, process it, and program a response.

_____ receives some concrete reinforcement upon completion of a task or for praiseworthy behavior.

    _____ prize (car, star)

    _____ food (cookie, etc.)

    _____ verbal praise (good work)

    _____ physical praise (pat on back).

_____ has his attention centered continually by saying, "John, listen."

_____ is reminded continually to keep his eyes on you.

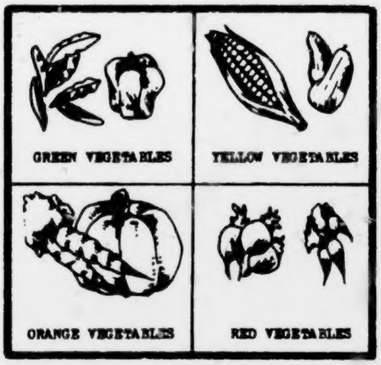
_____ is praised continually during the activity for being successful, listening, looking at you, just trying, etc.

Color

Help child find, cut out, & paste on a sheet of paper all the pictures he can find on things that are (specify color).

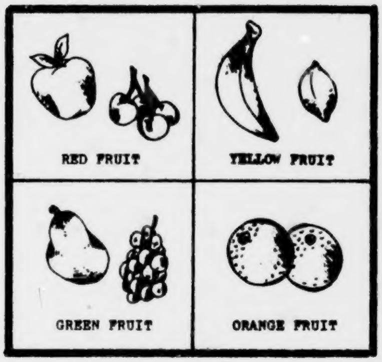
Use the sentence: The (ball) is (red) .
Go through the house or classroom pointing out all the things that are the same color.

Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of fruit in each division. When completed, use the real or artificial fruit and match each to its corresponding picture.



Example of finished sheet

Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of vegetables in each division. When completed, use the real or artificial vegetables and match each to its corresponding picture.



Example of finished sheet

Have the child answer "yes" or "no" to the following questions:

Is an apple red?
Is a dog purple?
Is the grass gray?
Is the sun black?
Is the sky blue?
Is a cow brown?
Is a barn yellow?
Is chocolate brown?
Is sugar red?
Is snow white?
Is a chicken green?
Is a carrot orange?
Is milk yellow?

▶ Have the child listen to each sentence and tell you the name of the color associated with each item.

If, after two tries there is no response or the response is incorrect, show the concrete objects or pictures to elicit the correct response. This is now an integrated visual exercise. Another way to play this game as an integrated auditory & visual exercise is to place pieces of colored paper in front of the child and have him associate the correct color piece with his answer. Practice until the visual clues (objects, pictures, and/or colored papers) are not needed to play the game, and the child depends on just his auditory skills.

What color was the cheese in the mousetrap?
(Answer may be any appropriate color(s).
The leaves fall off the trees in the Fall.
What colors are they? (Answer may be any appropriate color(s).
The children built a snowman.
What color was he?
We bought a bunch of grapes at the store.
What color were they?
The tomato soup was very hot.
What color was it?
I have three goldfish in my fish bowl.
What color are they?
Apples grow on trees.
What colors are they?
He likes strawberry jam on his bread.
What color is the jam?
What color are the sheep that live on the farm?
The lemon tastes very sour.
What color is it?
We had chocolate cake for my birthday.
What color was the cake?
The rose is my favorite flower.
What colors do we see in roses?
The dog ran after the stick.
What color is a dog? (Answer may be any appropriate color(s).
What color were the cherries in the fruit bowl?
The turkey is a very large bird.
What color is it?
There were no clouds in the sky.
What color was the sky?
What color were the butterflies that flew by?
(Answer may be any appropriate color(s).
I like hot cocoa on a cold day.
What color is cocoa?

COLOR - WHAT COLOR IS IT?

Have the child listen to each word and tell you the name of the color associated with each item: Example: apple - red.

If, after two tries there is no response or the response is incorrect, show the concrete objects or pictures to elicit the correct response. Now this is an integrated auditory & visual exercise. If continued visual reinforcement is needed, another way to play this game as an integrated auditory & visual exercise is to place pieces of colored paper in front of the child and have him associate the correct color pieces with his answer. Practice until the visual clues (pictures, objects and/or colored papers) are not needed to play the game and the child depends on just his auditory skills.

Things to Eat

apple
banana
milk
orange
peas
grape juice
tomatoes

lettuce
carrots
bread
coffee
sugar
grape jelly
cheese

chocolate
vanilla ice cream
strawberry ice cream
potato -outside(skin)
-inside
lemon
cherry

COLOR - WHAT COLOR DID YOU HEAR?

Read each sentence slowly and carefully, emphasizing the color word. Ask, "What color did you hear?"

If, after two tries there is no response or the response is incorrect, say, "Listen" and read the sentence again. As you say the color, hold up an appropriate piece of colored paper. The introduction of colored paper changes this exercise into an integrated auditory and visual exercise. Another way to play this game as an integrated auditory and visual memory exercise is to place pieces of colored paper in front of the child. Have him associate the correct colored paper with his answer. Practice until the visual cues (colored paper) are not needed to play the game and the child depends on just his auditory memory.

Look at the brown cow in the barn.
  What color is the cow?
There is the big red barn
  What color is the barn?
The white sheep were eating grass.
  What color are the sheep?

(continued)

The pigs were eating yellow corn.
  What color is the corn?
The pasture was full of green grass.
  What color is the grass?
The black horse jumped and played.
  What color was the horse?
The yellow chicks were sleeping.
  What color were the chicks?
The duck flapped his brown wings.
  What color are the duck's wings?
The gray goat watched the boys playing.
  What color was the goat?
The brown horse slowly walked to the barn.
  What color is the horse?

COLOR - WHAT COLOR DID YOU HEAR?

Read each sentence slowly and carefully, emphasizing the color word. Ask, "What color is mother's coat?" - "What color are the pears?", etc. Have the child say the color he heard.

If, after two tries there is no response or the response is incorrect, say, "Listen!" and read the sentence again - with strong emphasis on the color. As you say the color, hold up an appropriate piece of colored paper. The introduction of colored paper changes this exercise from an auditory memory one to an integrated auditory and visual memory exercise. Another way to play this game as a visual and auditory exercise is to have the child listen to each sentence and pick up the appropriate color and name it as he hears the color name. Practice until the visual cues (colored paper) are not needed to play the game and the child depends on just his auditory memory.

My mother has a black coat.
We had green pears for lunch.
The purple flowers grew in the woods.
Grandfather has a white car.
I ate the large red apple.
My mother has brown eyes.
The blue sky had a few clouds.
I gave a yellow flower to my teacher.
There was a white fence around the house.
I gave a yellow flower to my teacher.
The boy played with the red ball.
The black bird built a nest.
The cows ate the green grass.
Put the yellow flowers in the vase.
The American flag is red, white & blue.

Auditory Sequential Memory

COLOR - WHAT DID YOU HEAR?
Name 2, 3, or 4 colors in a sequence. Ask the child to repeat the colors in order. The child's ability determines the number used.

Name 2, 3, or 4 colors in a sequence. Then hand colored papers of each color to the child so he can put them in the order he heard. Make sure the colored papers are not in the correct order when given to the child.

Visual Memory

COLOR - WHAT DID YOU SEE?
Place 2, 3, 4 or more pieces of different colored paper on the table. The child's ability determines the number used. Have the child close his eyes while you remove one paper. See if he can remember which color is missing.

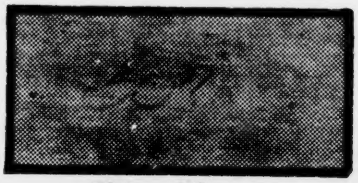
Visual Seq. Memory

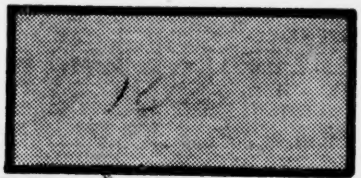
Place 2, 3, or more pieces of colored paper in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the colored pieces of paper and mix them up. Have the child replace the pieces in the original order. If he can do 2, expand it to 3, etc. To make the above game more difficult, use different shades of the same color. Remember, if you name the colors while the child is looking at them, the exercise becomes an auditory and visual memory task.

Grammatic Closure

Have child look at pictures and listen to the sentence; then complete the sentence with an appropriate word.

This color is (light).


This color is even(lighter).

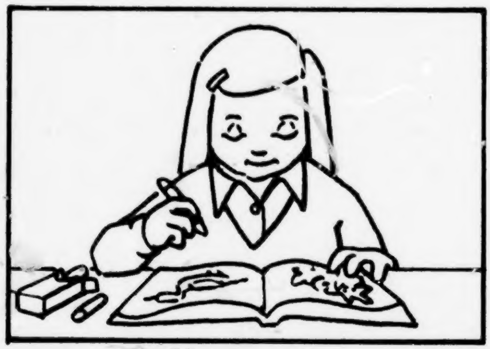

This color is the very (lightest).

This color is (dark).

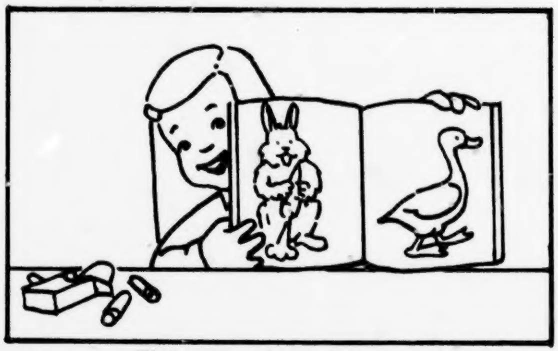
This color is even (darker).

This color is the very (darkest).

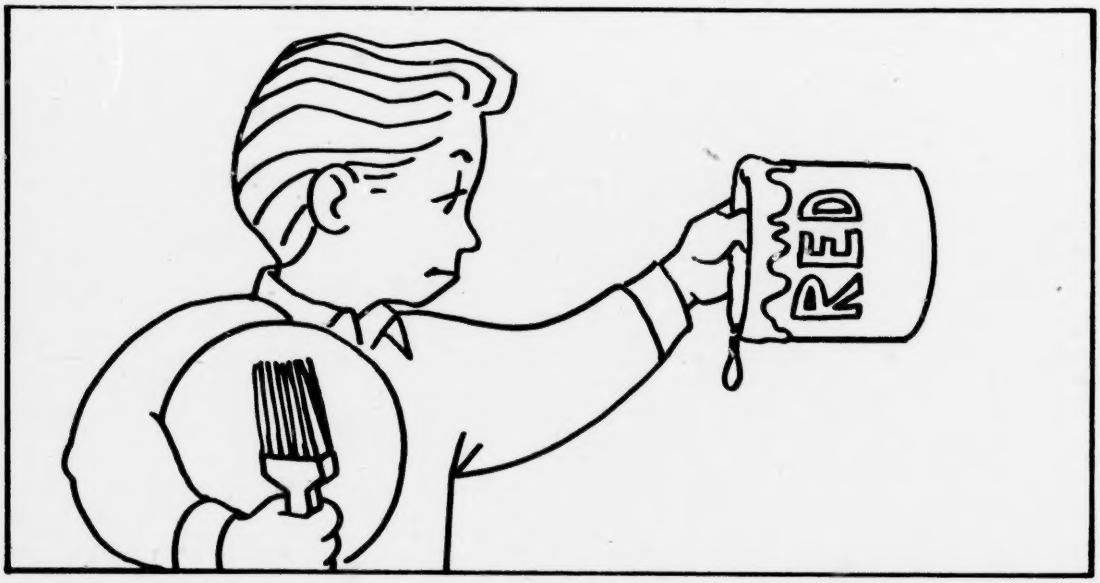
continued



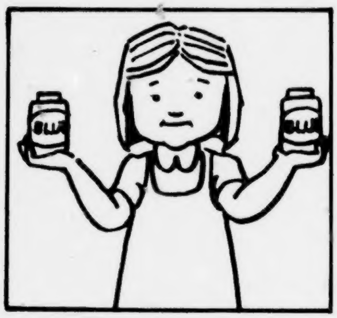
Sally is going
to color a picture



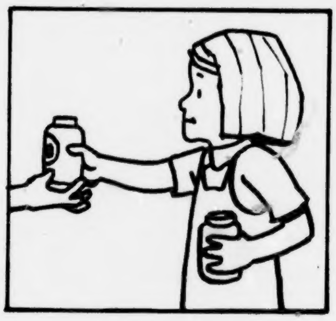
This is the picture
that she (colored).



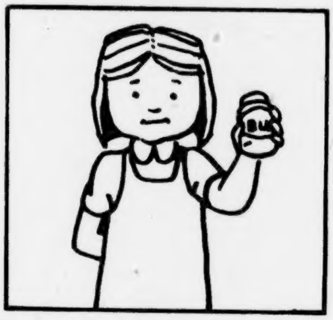
Bob wanted to paint the ball red. He looked in the paint can and
there was no red. The red was all gone. The can was (empty) .



Mary had 2 jars
of blue paint.



She gave one
jar away



She kept one jar
for (herself).

▶ Conjugate the following verbs. Have the child repeat the correct verb forms.

to draw	to paint	to color

Example:

Present	Past	Future
Singular	Singular	Singular
I draw	I drew	I will draw
You draw	You drew	You will draw
He draws	He drew	He will draw
Plural	Plural	Plural
We draw	We drew	We will draw
You draw	You drew	You will draw
They draw	They drew	The will draw

▶ COLOR - WHAT DID I SAY?
Say the following words, deleting the indicated sounds. Ask, "What color am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

re____ (red)
b____ack (black)
____ellow (yellow)
g____een (green)
____own (brown)
b____ue (blue)
or____ge (orange)
pur____le(purple

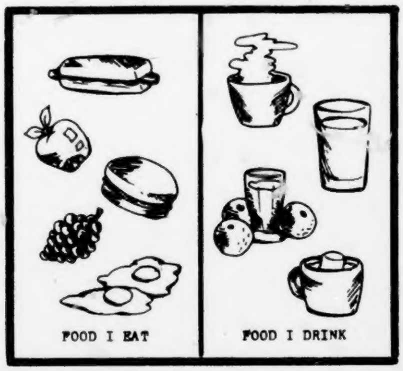
▶ **COLOR - WHAT DID I SAY?**
Say the following words, with a distinct break between the sounds and ask, "What color did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

r__e__d (red)
gr__ee__n (green)
b__l__a__ck(black)
o__r__an__ge (orange)
ye__ll__ow (yellow)
b__r__ow__n (brown)
b__l__ue (blue)
p__ur__p__le (purple)

Food

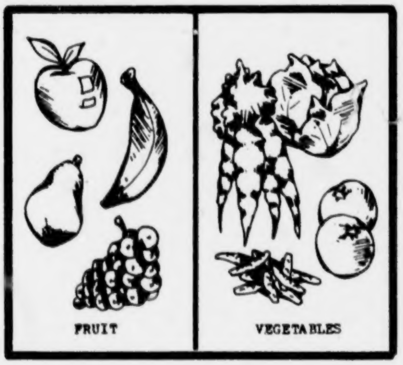
Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown.



Example of finished sheet

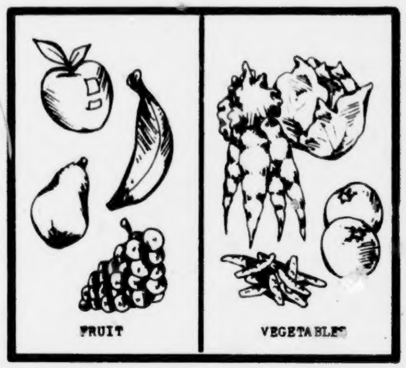
Use the pictures on the finished sheet for verbal expression. Name all the different foods using the complete sentence. "The (peach, meat, or bread) is food." If the child can name the food and repeat the sentence, try naming process with these sentences: "The (apple, sandwich, or tomato) is food I eat." and "The (milk, orange juice, hot chocolate) is a food I drink from a (cup, glass) ." Demonstrate and verbalize with the real foods at meal times using the complete sentences. The naming and demonstrating with the real food is most important.

Use pictures of food as shown, simply identify & label the fruit & vegetables.



Example of finished sheet

Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown. If possible, use the real or artificial fruit & match each to its corresponding picture.

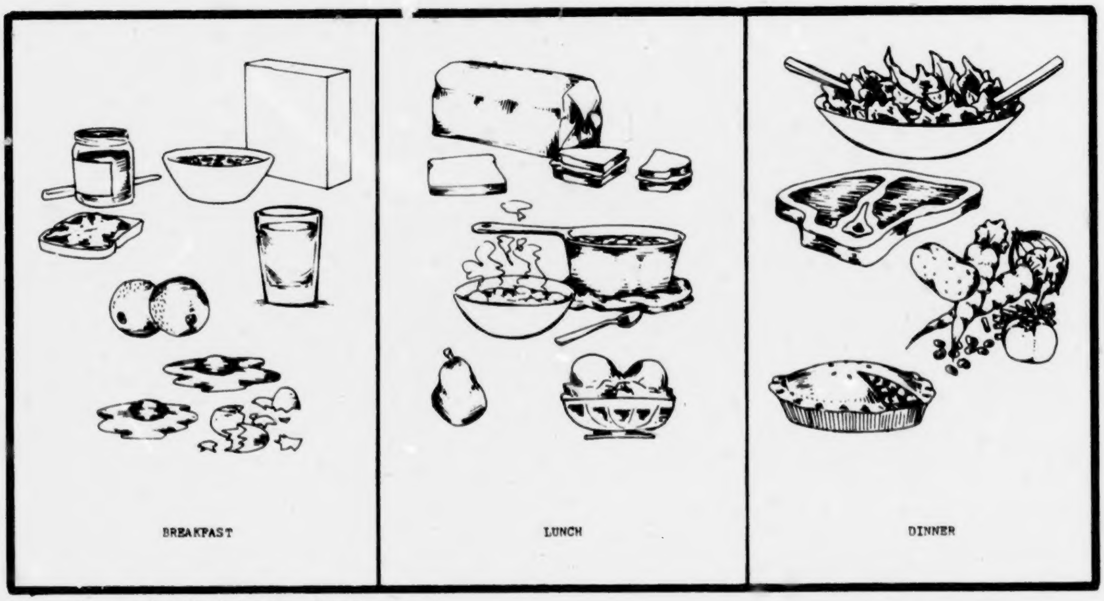


Example of finished sheet

Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown.

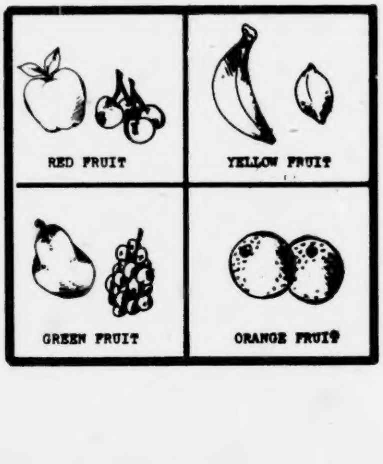
Discuss the food by having child identify the name of the meal (breakfast, lunch, or dinner). Have child discuss time of day the meal occurs. Encourage verbal discussion pertinent to meals:

How are the different meals the same/different?
How do you feel before eating, while eating, after eating?
What is your favorite meal; favorite food(s)?
What do you use to eat with?
What are some things foods are put in?



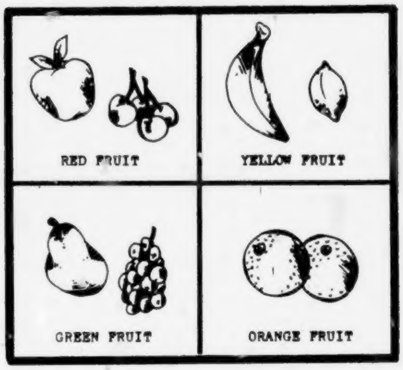
Example of finished sheet

Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of fruit in each division. When completed, use the real or artificial fruit and match each to its corresponding picture.



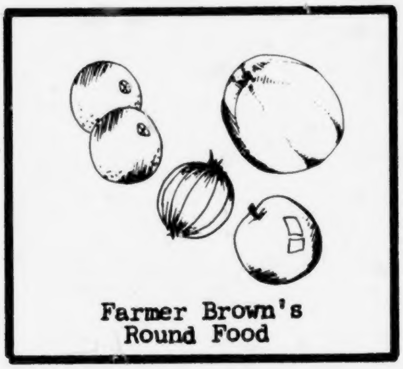
Example of finished sheet

Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of vegetables in each division. When completed, use the real or artificial vegetables and match each to its corresponding picture.



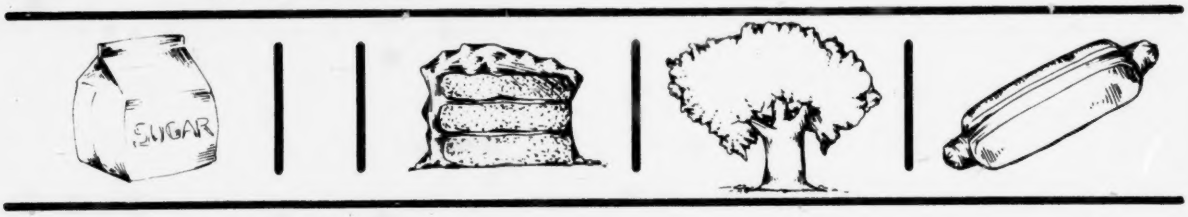
Example of finished sheet

Read the following to your child. After you have read the information, cut out and paste appropriate pictures on the attached paper. "Farmer Brown would like us to make a picture list. He wants us to list all the food that will grow in his garden and be round."

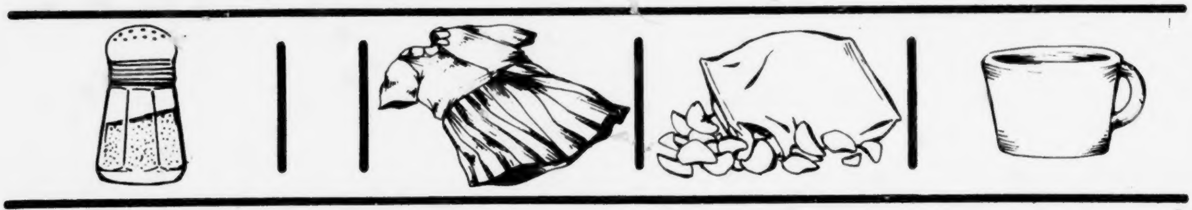


Example of finished sheet

Arrange pictures as shown; have child look at first picture, then select the one that tastes most like it from the three that follow.



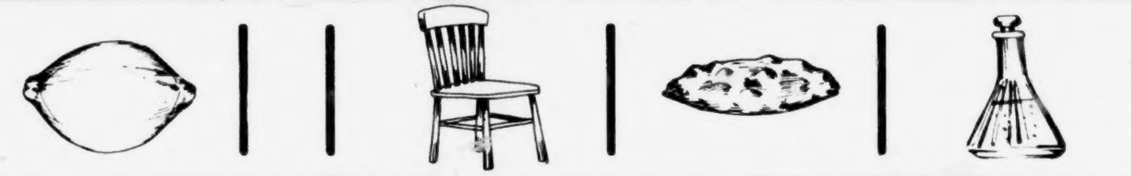
sweet to sweet



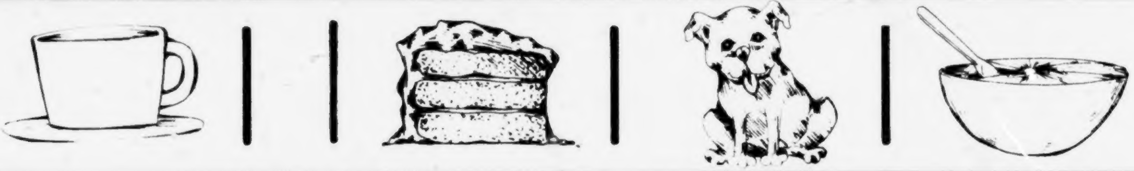
salty to salty

(continued)

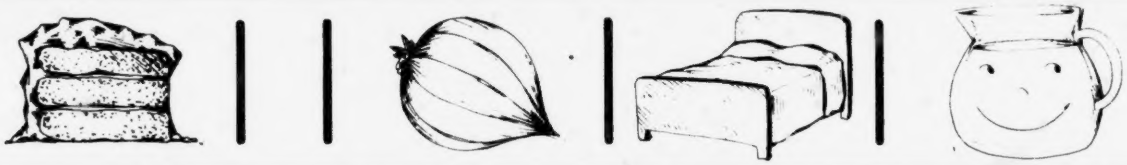
Visual Reception



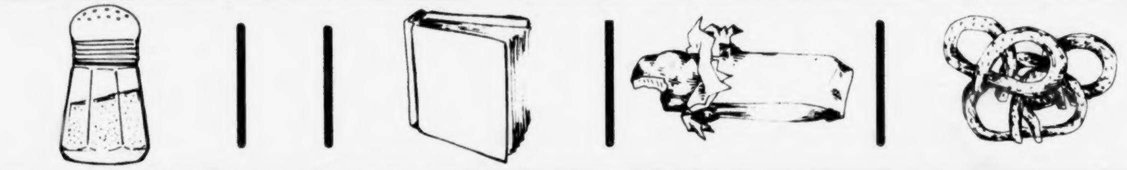
sour to sour



bitter to bitter



sweet to sweet



salty to salty

Auditory Reception

Have the child answer "yes" or "no" to the following questions:

Food Mix-Ups

Is an apple a fruit?
Is a carrot meat?
Is ham dessert?
Is an onion a vegetable?
Is Jello meat?
Is chicken meat?
Is pie a dessert?
Is a banana a fruit?

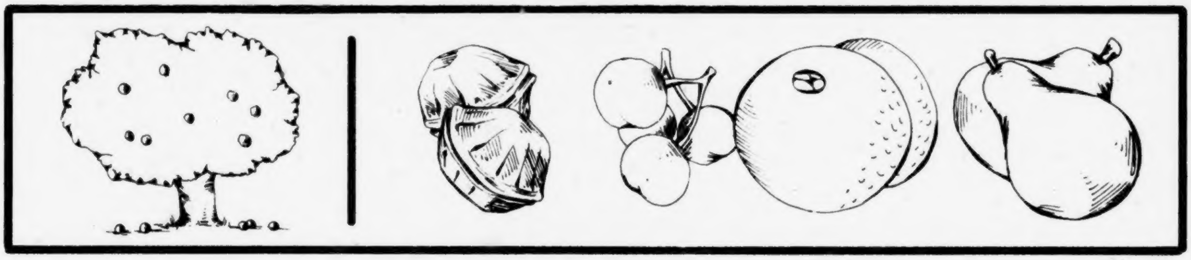
Is an orange a vegetable?
Are green beans meat?
Is turkey a meat?
Are tomatoes dessert?
Is corn a vegetable?
Is a potato a fruit?
Is cake a dessert?
Is bacon meat?

Have the child answer "yes" or "no" to the following questions:

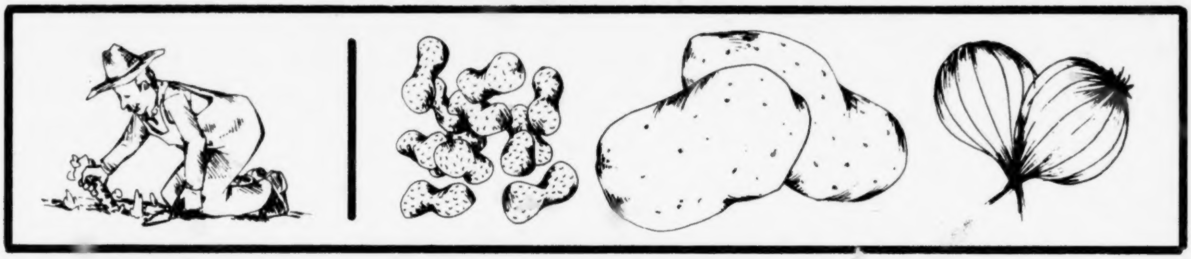
Does a lemon taste sweet?
Does coffee taste bitter?
Does popcorn taste salty?
Does salt taste salty?
Does flour taste sweet?
Does pepper taste good?
Does cinnamon taste salty?
Does an orange taste sweet?
Does candy taste bitter?
Does vinegar taste sour?

Use pictures as shown; simply label and categorize the food according to where it grows.

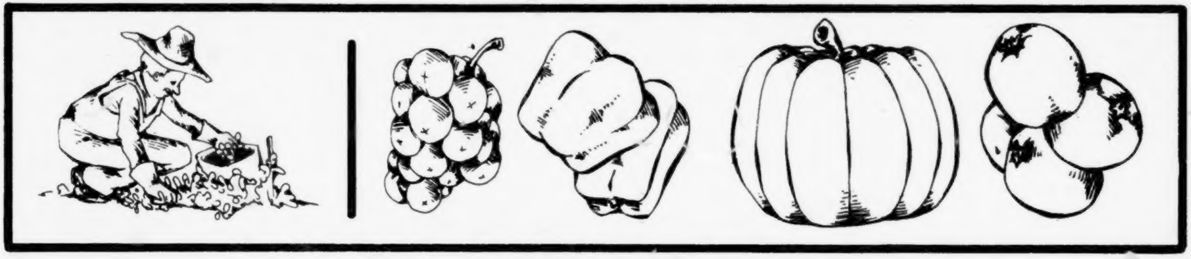
Field trips to an orchard, vegetable farm and processing plants are necessary before the following exercise can be meaningful. Appropriate slides, movies & books can supplement trips.



Food that grows on trees



Food that grows underground

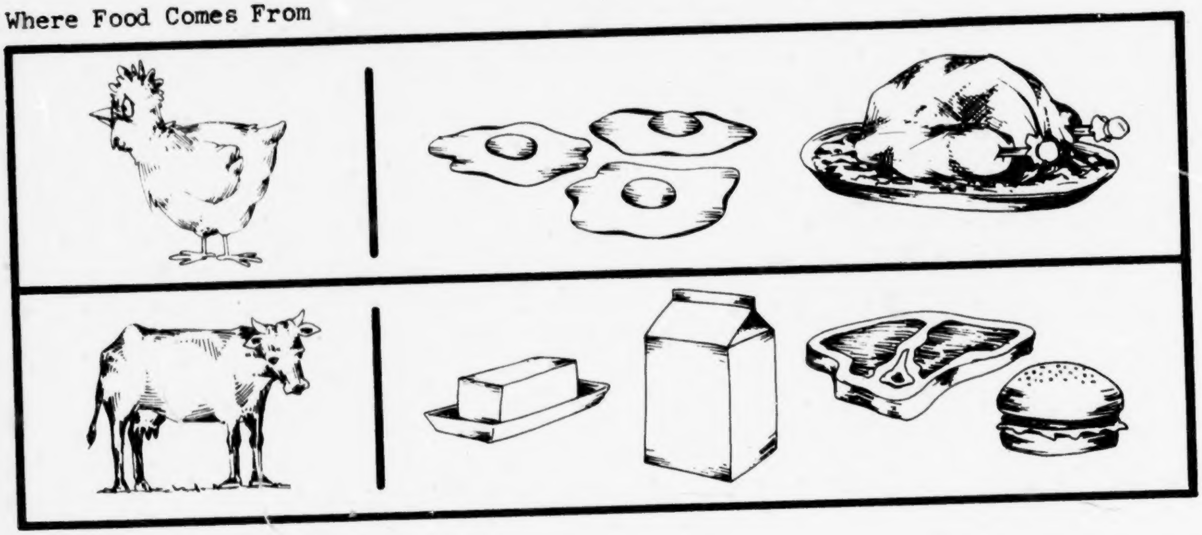


Food that grows on vines and plants

Use pictures as shown; simply label and categorize the food that comes from a cow or a chicken.

Field trips to a dairy farm, poultry farm, dairy and processing plants are necessary before the following exercise can be meaningful. Appropriate slides, movies and books can supplement trips.

Where Food Comes From

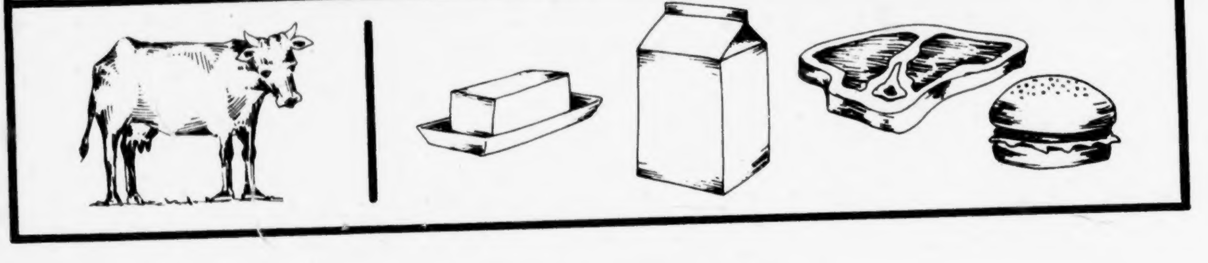


Use pictures as shown; simply label and categorize food according to what it is made from.

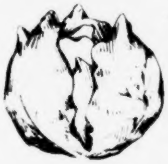
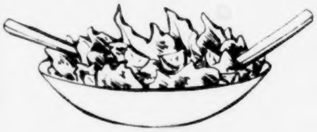
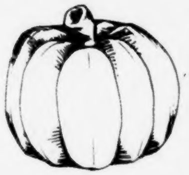
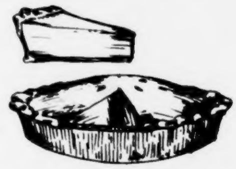
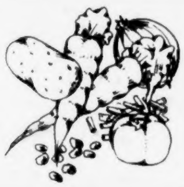
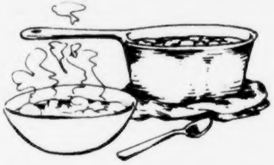
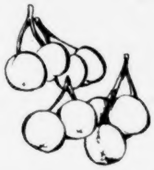
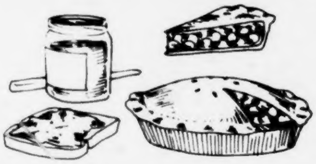
Prepare different foods in class to show how they are prepared, what different foods combine to make one dish, and how the food changes in appearance and taste with the preparation.

Suggestions: Make apple sauce from fresh apples, vegetable soup with fresh vegetables, pumpkin pie from a fresh pumpkin, fruit salad from fresh fruit, vegetable salad, bake bread and make sandwiches, make ice cream, etc.

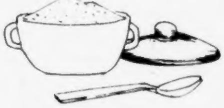
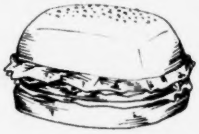
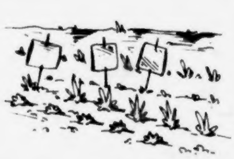
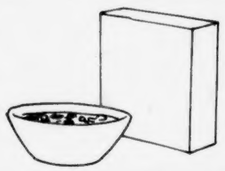
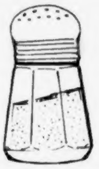
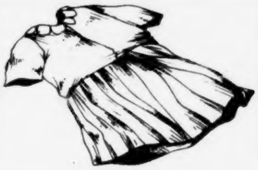
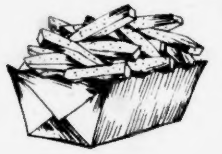
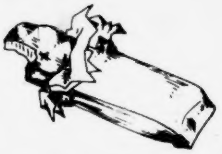
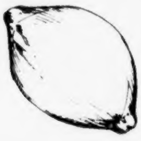
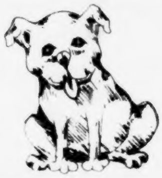
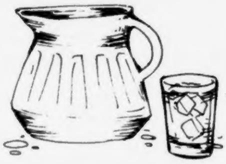
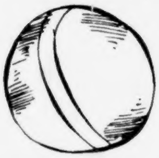
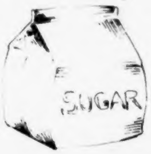
How Food Changes

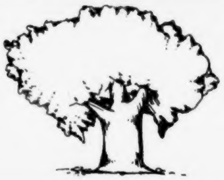
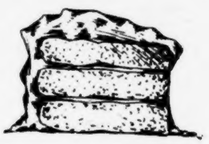
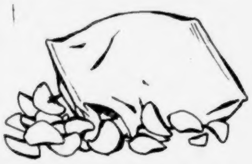


(continued)

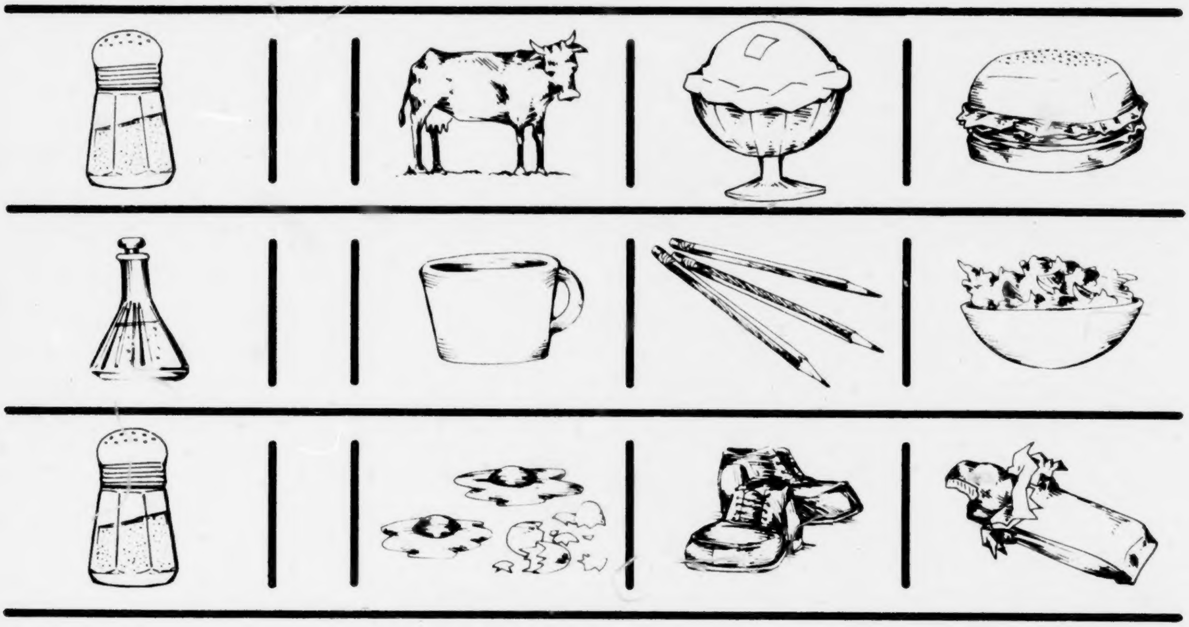









Arrange pictures as shown; ask child,
"Which picture goes with the first one?"

(continued)



WHAT COLOR IS IT?
Have the child listen to each word and tell you the name of the color associated with each item: Example: apple - red.

If, after two tries there is no response or the response is incorrect, show the concrete objects or pictures to elicit the correct response. Now this is an integrated auditory & visual exercise. If continued visual reinforcement is needed, another way to play this game as an integrated auditory & visual exercise is to place pieces of colored paper in front of the child and have him associate the correct color pieces with his answer. Practice until the visual clues (pictures, objects and/or colored papers) are not needed to play the game and the child depends on just his auditory skills.

Things to eat

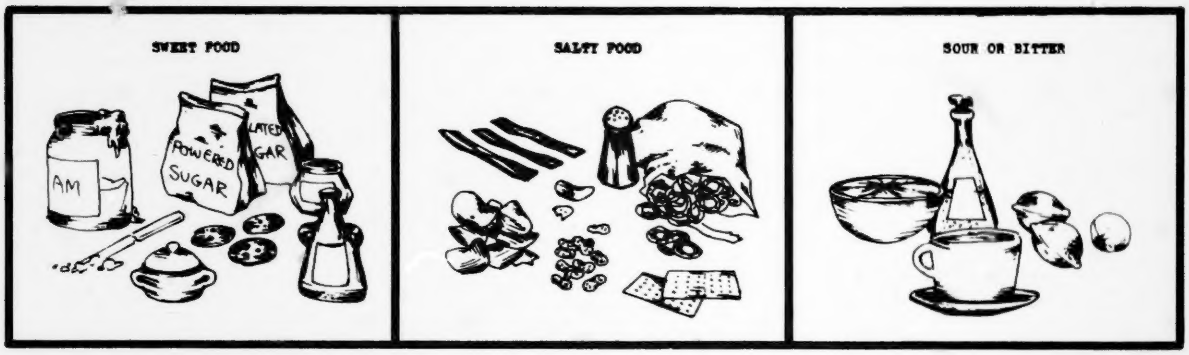
apple
banana
milk
orange
peas
grape juice
tomatoes

lettuce
carrots
bread
coffee
sugar
grape jelly
cheese

chocolate
vanilla ice cream
strawberry ice cream
potato -outside(skin)
inside
lemon
cherry

Arrange pictures as shown; simply label and categorize sweet food, salty food, sour or bitter food. Use the real food and have a tasting party.

How Food Tastes



Have child listen to the sentences and complete each sentence with an appropriate word.

A watermelon is big.
A berry is (little) .

An apple is red
A banana is (yellow) .

A pineapple is rough.
An apple is (smooth) .

A grape has few seeds.
Melons have (many) seeds.

The apple has seeds inside
The strawberry has seeds (outside).

Have child listen to the sentences and complete each sentence with an appropriate word.

Potato chips are salty.
Candy is_________.

Vinegar is sour.
Pretzels are_________.

French fries are salty.
Cake is_________.

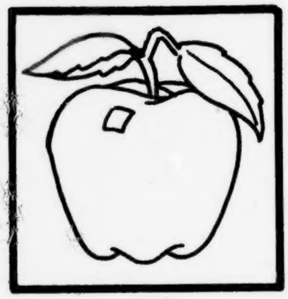
Popcorn is salty.
Lemons are_________.

Coffee is bitter.
Lollipops are_________.

Dill pickles are sour.
Ice cream is_________.

Saltine crackers are salty.
Marshmallows are_________.

Use pictures of food; present one picture at a time and have child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......apple;
it's a fruit, it's a food
Color......red, green, yellow
Shape......round
Function......can eat it; it grows
Major parts......stem, skin, seeds
Numerosity......one stem, many seeds (1 - 10)
Other Characteristics......sweet, juicy, hard
Comparisons & Associations......It is shaped like an orange, feels smooth like glass

Have child listen to the sentences and complete the sentence with an appropriate word. Using the structure presented, expand the list of foods.

An apple is_________.
An apple is_________.
An apple is not_________.

A glass of milk is_________.
A glass of milk is_________.
A glass of milk is not_______.

A piece of pie is_________.
A piece of pie is_________
A piece of pie is not_______.

A coke is_________.
A coke is_________.
A coke is not_________.

A steak is_________.
A steak is_________.
A steak is not_________.

A candy bar is_________.
A candy bar is_________.
A candy bar is not_________.

A string bean is_________.
A string bean is_________.
A string bean is not_________.

An ice cream cone is_________.
An ice cream cone is not_______.

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what we do with........."

Dish of spaghetti
Bag of pretzels
Ice cream cone
Pancakes

Bottle of coke
Banana
Slice of meat
Whole pie

FOOD - LOOK AND REMEMBER

Place 2, 3, or more pictures of food on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the apple." If the child picks up the wrong picture, say, "You found the banana, now find the apple."

FOOD - WHICH IS MISSING?

Place 2, 3, 4, or more pictures of food on the table. The child's ability determines the number used. The child closes his eyes and you remove one food picture. He is to name the missing food.

FOOD - MIX THEM-FIX THEM

Place 2, 3, or 4 pictures of food in a row on the table. The childs ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the food while the child is looking at them, this becomes an integrated auditory and visual memory task.

FOOD - WHAT DID YOU HEAR?

Name 2, 3, 4, or more foods in a sequence. Ask the child to repeat the foods in order. The child's ability determines the number used.

Read each of the following statements. After the sentence is read, ask the child: "Did you hear the name of a food or an animal? What name (food or animal) did you hear?"

If there is no response or the response is incorrect, re-read the sentence, emphasizing the food or animal.

Cut up the lettuce for supper.
My cat likes cream for supper.
The cows graze in the pasture.
Celery grows in bunches.
I like green apple pie.

A peach is in my lunch box.
Blueberries grow on bushes.
Monkeys like bananas.
Mother made potato salad for lunch.
I saw a baby elephant at the circus.

(continued)

Auditory Memory

We had spinach for supper.
Mother will pop some corn.
Oranges grow on trees.
I rode a pony at the park.
The mouse is very small.

The man rode on the camel's hump.
There is a pear tree in the field.
The squirrel lives in a hollow tree.
The tomato soup is hot.
We will have peas for supper.

Read each of the following statements. After the sentence is read, ask the child: "Did you hear the name of a food or an animal?" "What name(food or animal) did you hear?"

If there is no response or the response is incorrect, re-read the sentence.

A ripe tomato is red.
We saw a lion at the zoo.
The elephant was very big.
The squirrel hides nuts.
Rabbits like to eat carrots.
I like green grapes best.
Pour the milk on my cereal.
The giraffe has a long neck.
The cat ran after the mouse.
Apples grow on trees.

Slice the banana on my cereal.
Put the celery in the refrigerator.
The orange was sweet and juicy.
The dog barked at the cat.
I like oatmeal for breakfast.
The cows give us milk.
There were black sheep in the barn.
Mother bought some peaches at the store.
I like butter on my rice.
Peas grow in a pod.

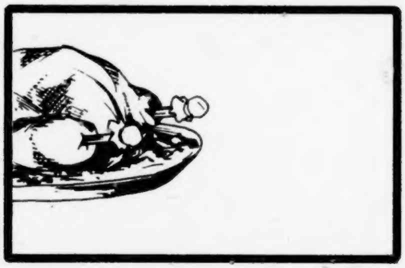
Kinesthetic Memory

FOOD - WHAT'S IN THE BAG?

Put an orange, grapes, a banana, and other food in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of food on the table so he can point to the one he thinks is the same as the one he had picked in the bag. Use real, artificial, or toy food items.

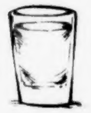
Visual Closure

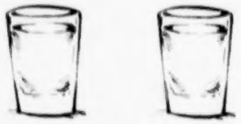
Find a picture of a food & cut into sections. Show only a portion of the picture & have child identify the food item even though it is incomplete.

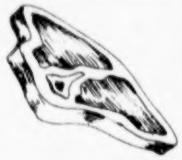


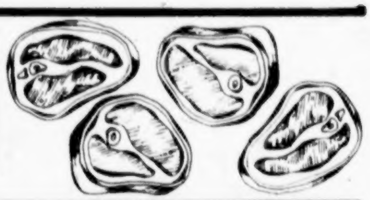
See Appendix: Peabody Visual Closure Templates can be used over the Peabody pictures of food.

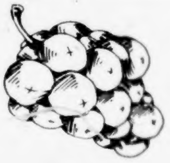
Use pictures of food. Arrange them so that you have singular & plurals as set up in the sample below. Have child look at each set & repeat the singular and plural form of the word.

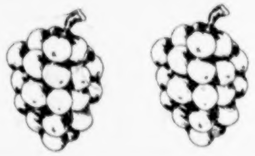

1 glass of milk

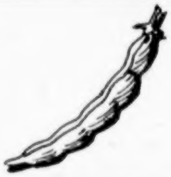

2 glasses of milk

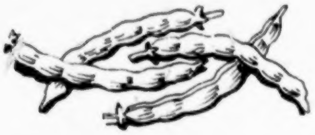

1 steak

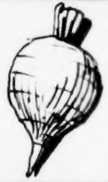

4 steaks

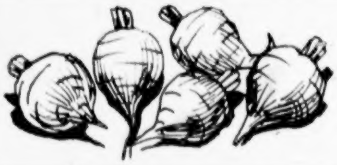

1 bunch of grapes

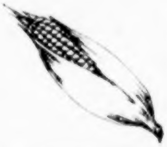

2 bunches of grapes

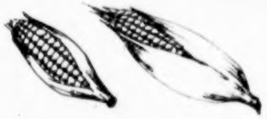

bean

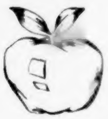

beans

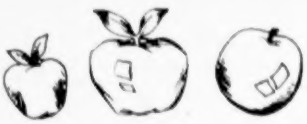

1 beet

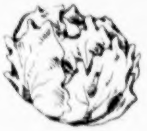

many beets

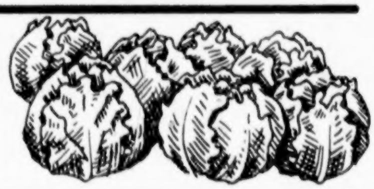

1 ear of corn


2 ears of corn

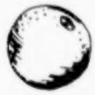

1 apple

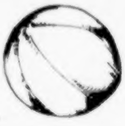

3 apples

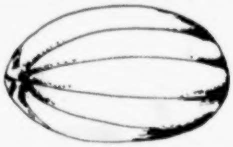

1 head of lettuce

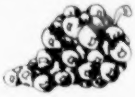

many heads of lettuce

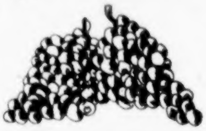
Use pictures of food. Have the child look at the picture and repeat the comparative as set up in the sample below.

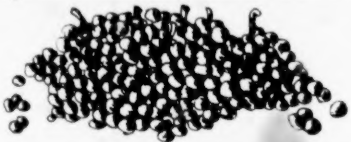

big

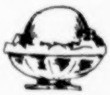

bigger

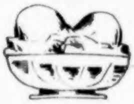

biggest

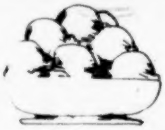

many

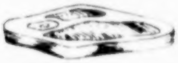

more

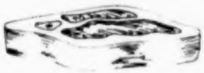

most

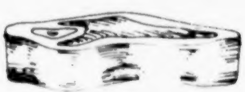

good


better


best


thick


thicker


thickest

Conjugate the following verbs. Have the child repeat the correct verb forms.

to eat   to chew   to taste

Example:

Present	Past	Future
Singular	Singular	Singular
I eat	I ate	I will eat
You eat	You ate	You will eat
He, she, it eats	He, she, it ate	He, she, it will eat
Plural	Plural	Plural
We eat	We ate	We will eat
You eat	You ate	You will eat
They eat	They ate	They will eat

Conjugate the following verbs. Have the child repeat the correct verb forms.

to cook   to want   to drink

Example:

Present	Past	Future
Singular	Singular	Singular
I cook	I cooked	I will cook
You cook	You cooked	You will cook
He, she, it cooks	He, she it cooked	He, she it will cook
Plural	Plural	Plural
We cook	We cooked	We will cook
You cook	You cooked	You will cook
They cook	They cooked	They will cook

FOOD - WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have the child select the correct picture from a group of three.

a____le	(apple)	____each	(peach)	mea____	(meat)
coo____y	(cooky)	le____uce	(lettuce)	____arrot	(carrot)
pota____	(potato)	or____ge	(orange)	____ilk	(milk)

Say the following words with a distinct break between sounds and ask, "What did I say?" The child is to say the word correctly blending the sounds together.

If the child cannot say the word(s), use pictures and have the child select the correct picture from a group of three.

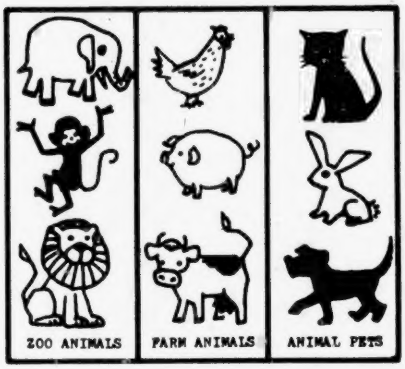
a__pp__le
pea__ch
m__ea__t
c__oo__k__y

le__tt__uce
c__arr__ot
p__o__ta__to
st__ea__k

e__gg
br__ea__d
b__ea__n
or__a__n__ge

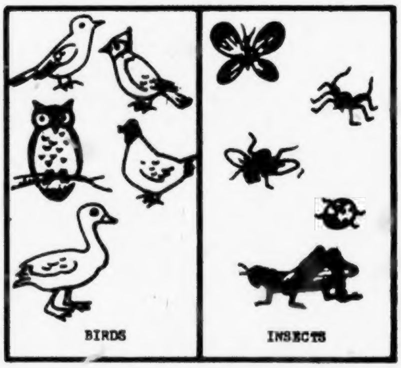
Animals

Help child find, cut out & paste pictures of animals on a large piece of paper divided & labeled as shown. Each of the subdivisions (categories) can be done separately so as to make 3 exercises.



Example of finished sheet

ANIMALS - BIRDS & INSECTS
Use pictures arranged as shown; simply label and categorize birds & insects.



Example of finished sheet

Have the child answer "yes" or "no" to the following questions:

Is a dog an animal?
Is a bird an animal?
Is an airplane an animal?
Is a lion a farm animal?
Is a cow a farm animal?
Is an elephant a zoo animal?
Is a bear a zoo animal?
Is a pig a zoo animal?
Is a car an animal?
Is a horse an animal?

Have child answer "yes" or "no" to the following questions:

Do snakes have legs?
Does a turtle have fur?
Does a dog have a tail?
Does a turtle live in water?
Do snakes live in holes?
Does a dog have fur?
Does a rabbit hop?
Does a snake have fur?
Do lizards have legs?
Does a duck swim?
Does a dog have fins?
Does a turtle have a shell?
Does a snake have long ears?
Does a raccoon have fur?
Does a turtle live in a bird cage?

Auditory Reception

Have child answer "yes" or "no" to
the following questions:

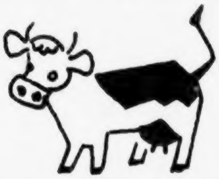
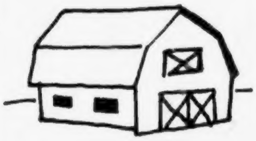
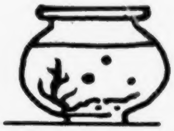
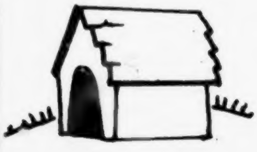
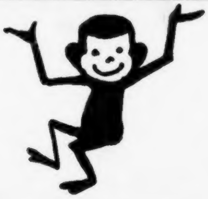
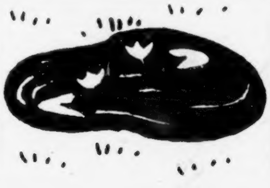
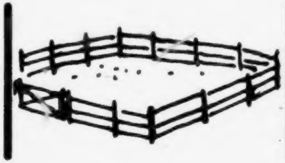
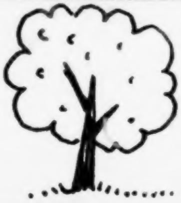
Do cows hop very fast?
Do squirrels have soft fur?
Do mice like cheese?
Can the rabbit hop fast?
Is the elephant very heavy?
Do rabbits have long ears?
Does the cow have a bushy tail?
Does the camel live in a hole?
Does the cow live in the barn?
Does a camel have a hump on his back?
Does the squirrel live in the woods?
Does the horse have a long tail?
Is the horse the largest animal in the zoo?
Do elephants have soft warm wool?
Do sheep jump from tree to tree?

Have child answer "yes or "no" to
the following questions:

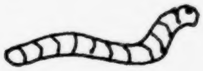
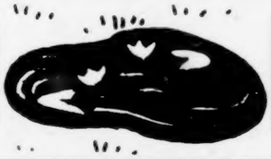
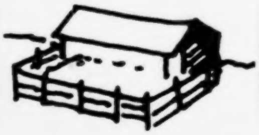
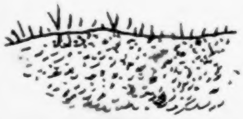
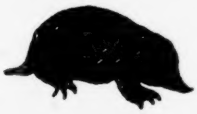
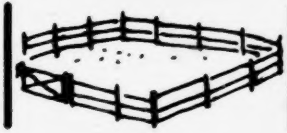
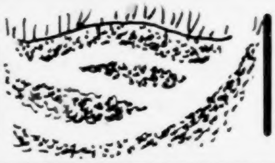
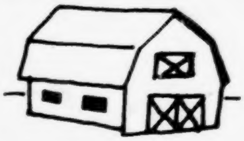
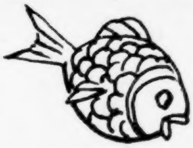
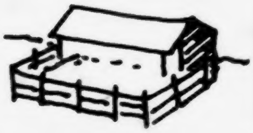
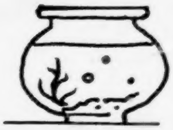
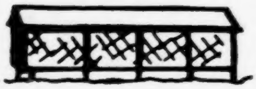
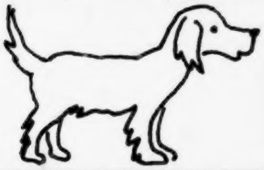
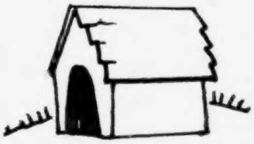
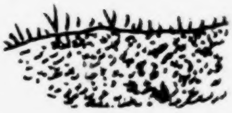
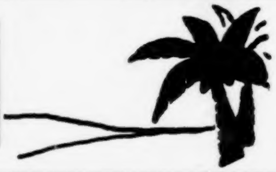
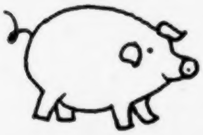
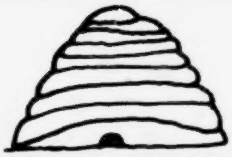
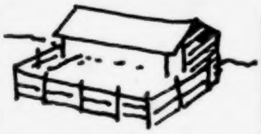
Do zebras live on the farm?
Does a cow lay milk?
Is there a barn on the farm?
Do sheep live on the farm?
Can the farmer milk the ducks?
Do chickens lay eggs?
Does the farmer grow food?
Can the tractor grow?
Is there a store on the farm?
Does the farmer plant seeds?
Do the horses fly high?
Can hay grow into a horse?
Does the farmer work in the zoo?
Does the chicken plant her eggs?
Are ducks covered with fur?
Do the sheep help the farmer plow?
Is the green grass the pasture?
Does the farmer harvest animals?
Are there farms in the city?
Does the farmer grow food in the barn?
Does the pig slush around in the mud?

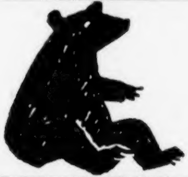
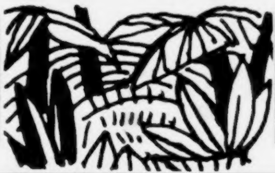
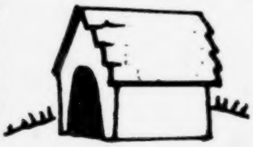
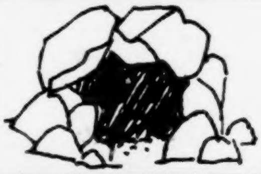
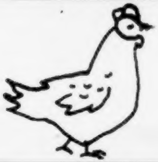
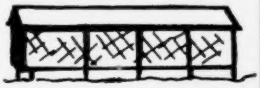
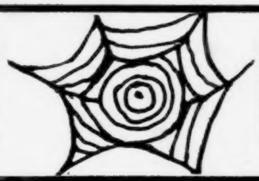
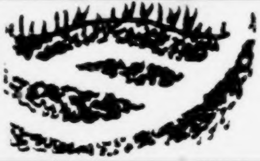
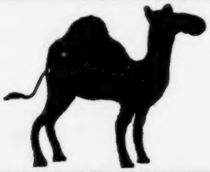
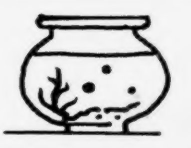
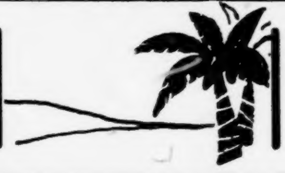
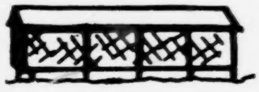
Visual Association

ANIMAL HOMES
Arrange pictures as shown; ask child
"Which picture goes with the first one?"

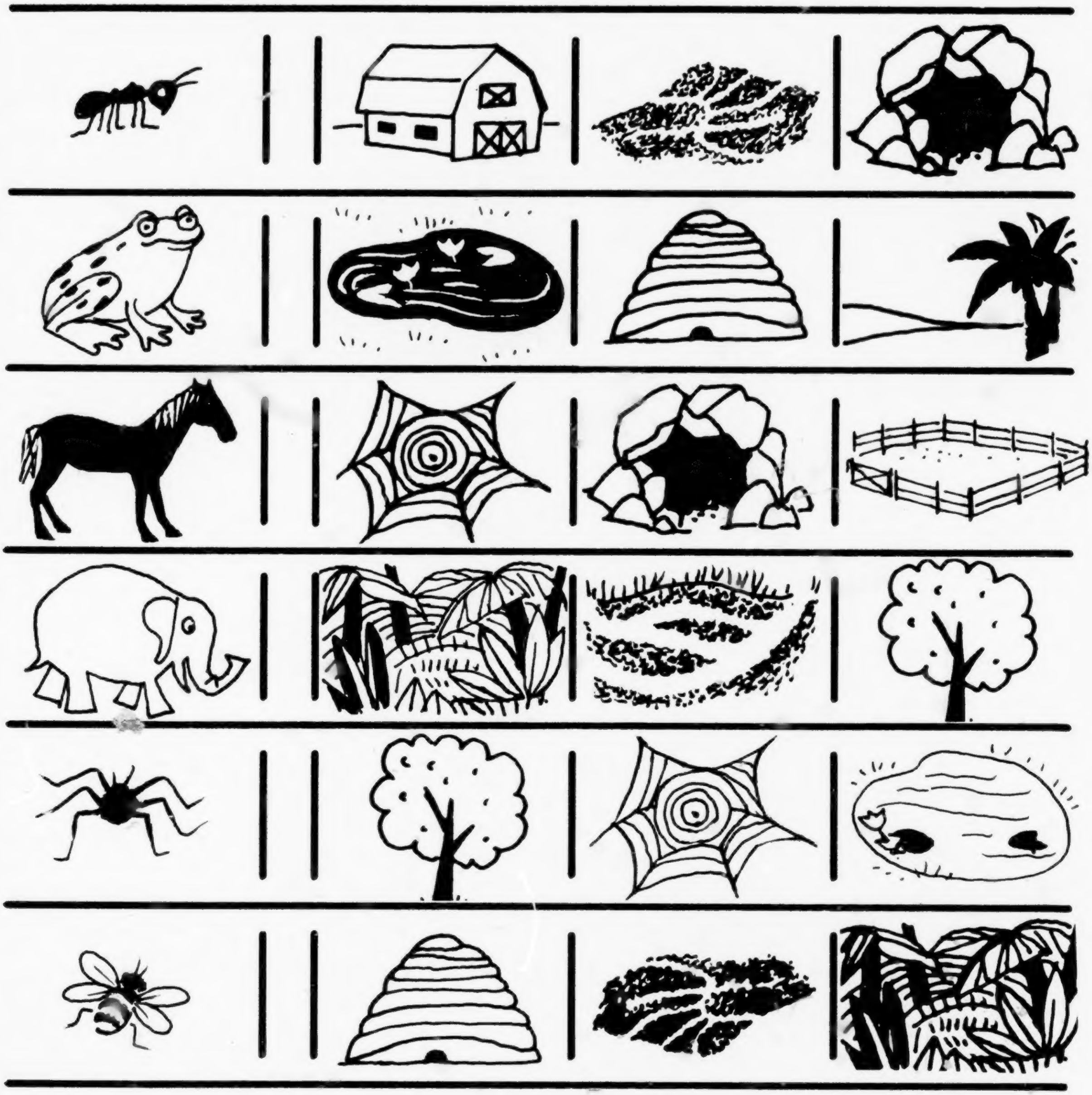









continued

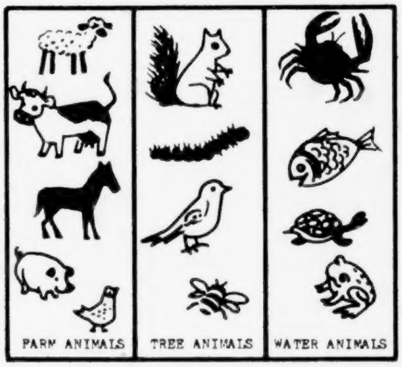













(continued)



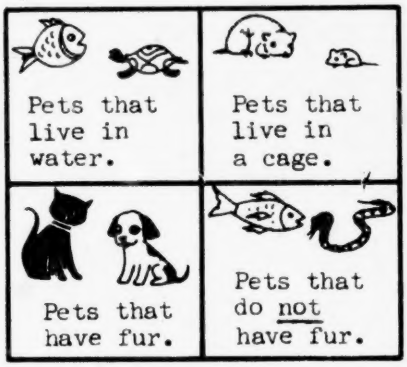
See Appendix: Playskool - Animal & Home Match-ups

Use pictures of animals arranged as shown, simply label and categorize farm animals, tree animals, and water animals.


FARM ANIMALS
TREE ANIMALS
WATER ANIMALS

Example of finished sheet

Help child find, cut out, & paste pictures of pets on a large piece of paper divided and labeled as shown


Pets that live in water.
Pets that live in a cage.
Pets that have fur.
Pets that do not have fur.

Example of finished sheet

Have child listen to the sentence & complete the sentence with appropriate word.

A lizard is small.
A dog is (large) .

A raccoon has fur
A turtle has a(shell) .

A cat walks.
A snake (crawls,wriggles).

A turtle lives in a bowl.
A bird lives in a (cage).

A bird flies with its wings.
A fish swims with its (fins, flippers).

A rabbit has fur.
A fish has (scales).

A gerbil's tail is long.
A rabbit's tail is (short).

A squirrel has fur.
A bird has (feathers).

Auditory Association

FARM ANIMAL GUESSING GAME
Read each riddle to child and ask questions.

If after two tries you do not get an appropriate response, use either picture or objects of farm animals and associate the correct animal pictures or objects with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

I am fat - and
I live in a pen.
I have a curly tail.
I say "oink oink".

What is my name?
What do I say?
Where do I live?

I live in the pasture
in the summer.
I give you wool.
I say "baa baa".

What is my name?
What do I say?
What do I give you?

I am a large farm animal.
I give you milk.
I say "moo moo".

What is my name?
What do I give you?
What do I say?

I am a bird with soft feathers
I can swim in the pond.
I say "quack quack".

What is my name?
What can I do?
What do I say?

I am large and can run very fast.
I can give you a ride on my back.

What is my name?
What can you do with me?

I am a large bird with feathers.
I'm your Thanksgiving dinner.
I say "gobble gobble".

What is my name?
What dinner am I?
What do I say?

Auditory Association
Specific Word Finding

Have child listen to the sentences & complete sentence with appropriate word.

If after two tries you do not get an appropriate response, use either picture or models of animals and associate the correct animal pictures or models with the correct response. Practice until the visual cues are not needed to play the game and child depends on just his auditory skills.

A horse carries people on its_________.
An elephant picks up food with its_________.
What does a cow have on her head?_________.

(continued)

A seal balances a ball on its_________.
A cat scratches with its_________.
The trick dog shakes hands with its_________.
The zebra has black & white_________.
All animals have ears to hear with, but which
animal has the largest ears of all?_________
What do animals have that they can wag?_________
Which animal has a bushy tail?_________
What does a bird have that lets him fly?_________
A duck has feet that are special. They have_________.
A bird picks up food with its_________.
All animals have necks, but who has the longest
of all?_________

AN ANIMAL HUNT

Use several animal pictures and ask child to find the animals listed below.

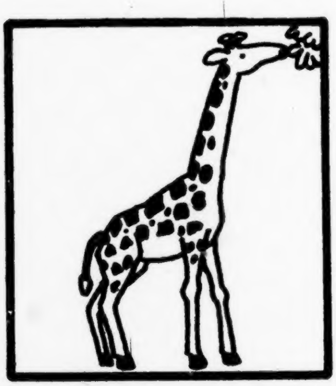
If child cannot find them, try to relate an experience that will stimulate his thinking: Remember when you: went to the zoo; went to the farm; heard the story about...; saw the program on TV about... If this is not successful, help child by giving him the answer. Supply the appropriate labels. Example: "Find 3 farm animals. Yes, the cow, pig, and sheep are farm animals."

Find 3 farm animals.
Find the animal that can fly.
Find 3 zoo animals.
Find 2 large animals.
Find 2 small animals.
Find the animal that gives us milk.
Find the animal that gives us wool.
Find the animals that make good pets.
Find the animal that has a long trunk.
Find the animal(s) we can ride.
Find the animal with a hump.
Find the animal(s) that live in the woods.
Find the animal that has long ears.

▶ Have child complete the sentence with whatever information he has. Pictures may be used to give ideas. Example: "The big black horse ran away."

The big black horse ____________________.
Three little pigs ____________________.
Late last night the cows ____________________.
In the afternoon the sheep will ____________________.
Away ran the ____________________.
The chicken was looking for ____________________.
The cat was playing with ____________________.
The pig hurt ____________________.
Last summer the goats ____________________.
In the water were ____________________.
Early in the morning the sheep ____________________.
The turkeys were ____________________.
Sometimes the ducks ____________________.
George was riding the ____________________.
On a windy day the cows ____________________.
By the afternoon the turkeys ____________________.

▶ Use pictures of animals. Present one picture at a time and have child tell everything he can about the picture presented. Encourage the following information:

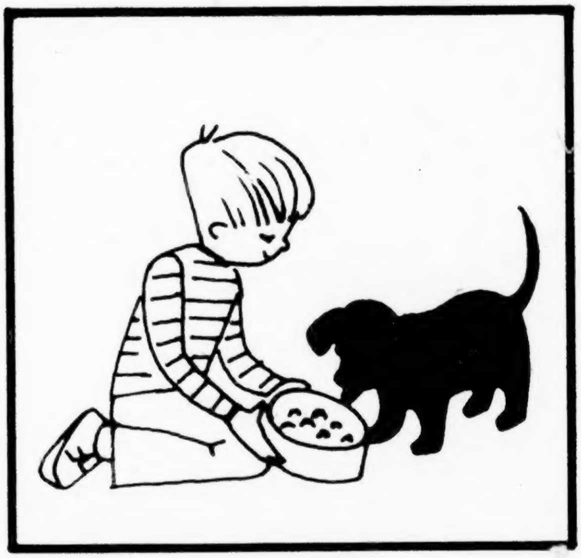


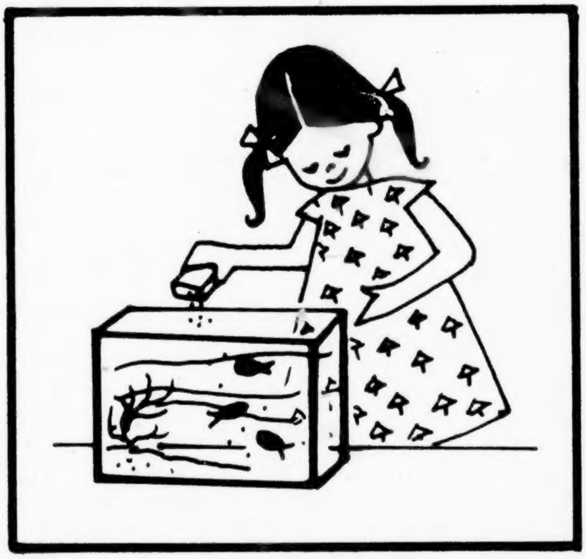
Name & Category or Group.....giraffe; it's an animal
zoo animal, wild animal
Color.....brown & white
Shape.....has round spots
Function.....runs, eats
Major parts.....legs, skin, head, neck, etc.
Numerosity.....4 legs, 2 ears, 2 eyes
Other Characteristics.....fast, long neck, skinny
Comparisons & Associations.....lives in the zoo, lives in Africa, taller than a lion, eats leaves.

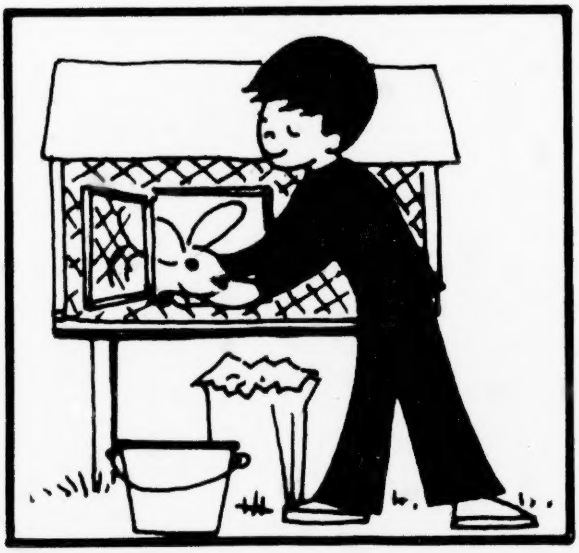
CARING FOR PETS

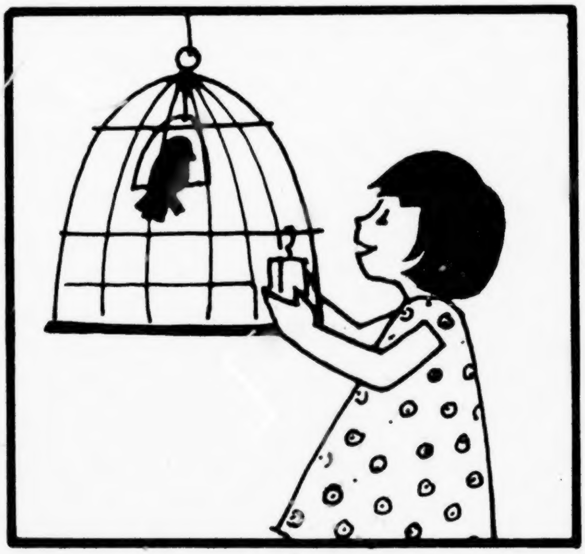
Use pictures as shown, simply identify
and label the different animals.

Discuss the pictures with the child by asking questions about what is happening in each picture, how the pets are alike, how they are different (fur, scales, legs, fins, etc.), where each lives and what special care each needs.









Verbal Expression

Have child listen to the sentences & complete the sentence with appropriate word. Using the structure below expand the list of animals.

A cow can__________.
A cow can__________.
A cow can__________.
A cow cannot__________.

A fish can__________.
A fish can__________.
A fish can__________.
A fish cannot__________.

A chicken can__________.
A chicken can__________.
A chicken can__________.
A chicken cannot__________.

A horse can__________.
A horse can__________.
A horse can__________.
A horse cannot__________.

A pig can__________.
A pig can__________.
A pig can__________.
A pig cannot__________.

A turtle can__________.
A turtle can__________.
A turtle can__________.
A turtle cannot__________.

Manual Expression

Ask child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me how.............

A dog begs
A horse gallops
An elephant walks
A rabbit hops

A monkey scratches
An ant crawls
A crab walks

Visual Memory

ANIMALS - WHICH IS MISSING?
Place 2, 3, 4, or more pictures of animals on the table. The child's ability determines the number used. The child closes his eyes and you remove one animal picture. He is to name the missing animal.

ANIMALS - LOOK AND REMEMBER
Place 2, 3, or more pictures of animals on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then ask, "Find the dog." If the child picks up the wrong picture, say, "You found the cat , now find the dog."

ANIMALS - MIX THEM-FIX THEM

Place 2, 3, or 4 pictures of animals in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the animal while the child is looking at them, this becomes an integrated auditory and visual memory task.

▶ Read each of the following statements, emphasizing the name of the food or animal. After the sentence is read, ask the child: "What was the name of the food or animal you heard?"

If there is no response or the response is incorrect, re-read the sentence.

A ripe tomato is red.
We saw a lion at the zoo.
The elephant was very big.
The squirrel hides nuts.
Rabbits like to eat carrots.
I like green grapes best.
Pour the milk in my cereal.
The giraffe has a long neck.
The cat ran after the mouse.
Apples grow on trees.
Slice the banana on my cereal.
Put the celery in the refrigerator.
The orange was sweet and juicy.
The dog barked at the cat.
I like oatmeal for breakfast.
The cows give us milk.
There were black sheep in the barn.
Mother bought some peaches at the store.
I like butter on my rice.
Peas grow in a pod.

▶ FARM ANIMALS

Read each sentence slowly emphasizing name of farm animal in each sentence.

If after two tries you do not get an appropriate response, use either pictures or objects of farm animals and associate the correct animal picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory memory.

The tired cows were lying down in the grass.
  Where were the tired cows lying?
  What farm animals were tired?
The mother sheep was looking for her baby lamb.
  Who was the mother sheep looking for?
  What do we call the baby?
Look at the chickens playing.
  What farm animals are playing?

(continued)

The turkey has a big, beautiful feathered tail.
  Which animal has a big, beautiful feathered tail?
  Which is the Thanksgiving animal?
The pigs ran to see if their dinner was ready.
  Where were the pigs running?
  Which animals were hungry?
The mama hen chased her baby chicks around.
  Who was chasing the baby chicks?
The cow gives us milk to drink.
  What does the cow give us?
  Which animal gives us milk?
The farmer was riding on the horse.
  On which farm animal was the farmer riding?
  On what part of the horse's body do we ride?
The duck is lucky; he can walk on land and swim in the water.
  What can the duck do besides walk on the land?
The chickens lay eggs.
  Which animal lays eggs?
  What do the chickens lay?
The goat was quietly eating grass.
  Which animal was eating grass?
The farmer heard a loud "moo."
  Which animal made the noise?

ANIMALS - WHAT COLOR DID YOU HEAR

Read each sentence slowly & carefully emphasizing the color word.

If there is no response or the response is incorrect, say, "Listen" and read the sentence again. As you say the color, hold up an appropriate piece of colored paper. The introduction of colored paper changes this exercise into an integrated auditory & visual exercise. Another way to play this game as an integrated auditory memory exercise is to place pieces of colored paper in front of the child. Have him associate the correct colored paper with his answer. Practice until the visual clues (colored papers) are not needed to play the game and the child depends on just his auditory memory.

Look at the brown cow in the barn.
  What color is the cow?
There is the big red barn.
  What color is the barn?
The white sheep were out eating grass.
  What color are the sheep?
The pigs were eating yellow corn.
  What color is the corn?
The pasture was full of green grass.
  What color is the grass?

continued

The black horse jumped and played.
  What color was the horse that was playing?
The yellow chicks were sleeping.
  What color were the chicks?
The duck flapped his brown wings.
  What color are the duck's wings?
The gray goat watched the boys playing.
  What color is the goat?
The brown horse slowly walked to the barn.
  What color is the horse?

▶ Read each of the following statements emphasizing the name of the food or animal. After the sentence is read, ask the child, "What was the name of the food or animal you heard?"

If there is no response or the response is incorrect, re-read the sentence.

Cut up the lettuce for supper.
My cat likes cream for supper.
The cows graze in the pasture.
Celery grows in bunches.
I like green apple pie.
We had spinach for supper today.
There is a pear tree in the field.
The squirrel lives in a hollow tree.
I rode a pony at the park.
The mouse is very small.

A peach is in my lunch box.
Blueberries grow on bushes.
Monkeys like bananas.
Mother made potato salad for lunch.
I saw a baby elephant at the circus.
The man rode on the camel's hump.
Mother will pop some corn.
Oranges grow on trees.
The tomato soup is hot.
We will have peas for supper.

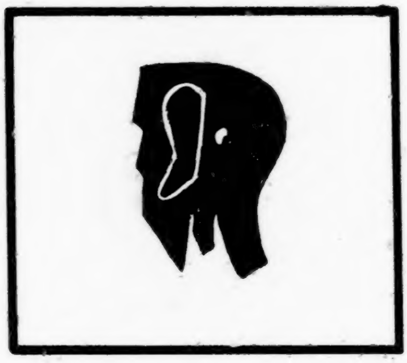
▼

ANIMALS - WHAT DID YOU HEAR?
Name 2, 3, 4 or more animals in a sequence. Ask the child to repeat the animals in order. The child's ability determines the number used.

▼

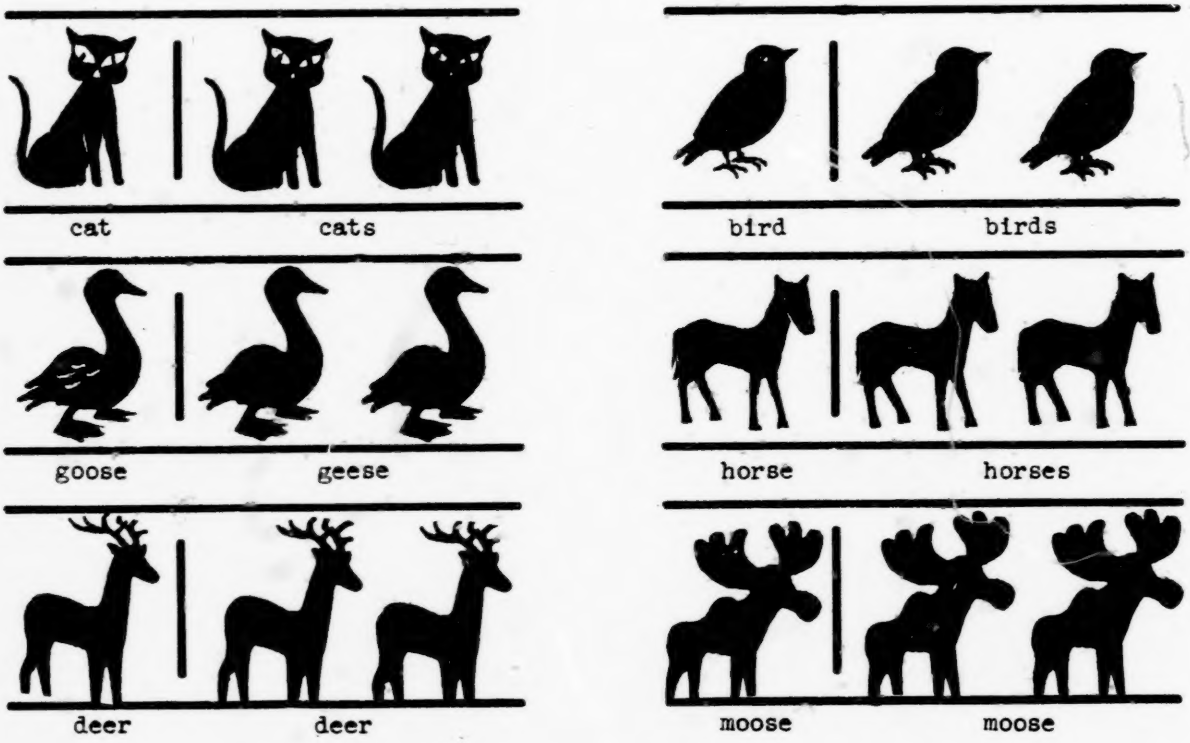
ANIMALS - WHAT'S IN THE BAG?
Put a dog, a cow, a pig, and other small animal toys in a bag. Have child hold one toy in the bag, and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of animals on the table so he can point to the one he thinks is the same as the one he had picked in the bag.

Find a picture of an animal and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.

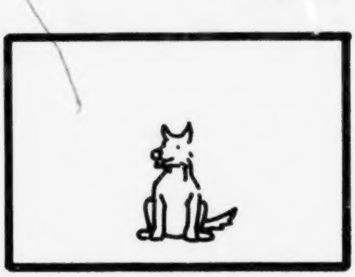


See Appendix: Peabody Visual Closure templates can be used over the Peabody Pictures of Animals.

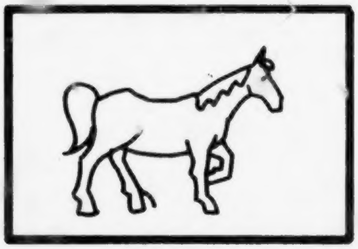
Use pictures of animals. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.


cat
cats
bird
birds
goose
geese
horse
horses
deer
deer
moose
moose

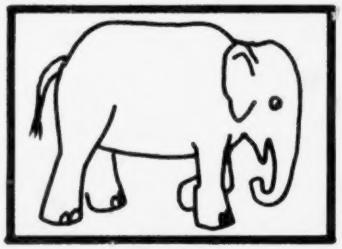
Use pictures of animals; have the child look at the picture and repeat the comparatives as set up in the sample.



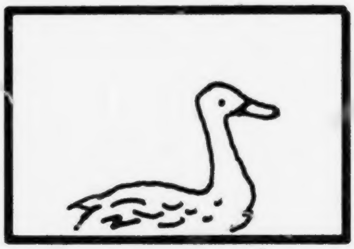
big



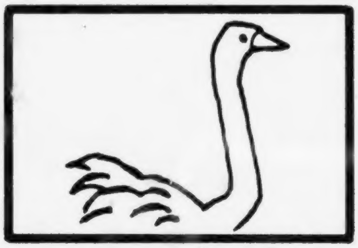
bigger



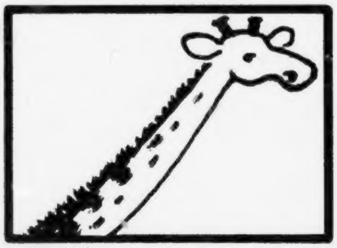
biggest



long (neck)



longer (neck)



longest (neck)

Conjugate the following verbs. Have the child repeat the correct verb forms.

Example:

to eat	to climb	to feed
Present	Past	Future
Singular	Singular	Singular
I choose	I chose	I will choose
You choose	You chose	You will choose
He chooses	He chose	He will choose
Plural	Plural	Plural
We choose	We chose	We will choose
You choose	You chose	You will choose
They choose	They chose	They will choose

Auditory Closure

ANIMALS - WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have him select the correct picture from a group of three.

_____ig	(pig)	_____ebra	(zebra)
ch_____en	(chicken)	ra_____it	(rabbit)
_____iger	(tiger)	mou_____	(mouse)
tur_____le	(turtle)	_____amel	(camel)
sna_____	(snake)	tur_____eys	(turkeys)

Sound Blending

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly blending the sounds together.

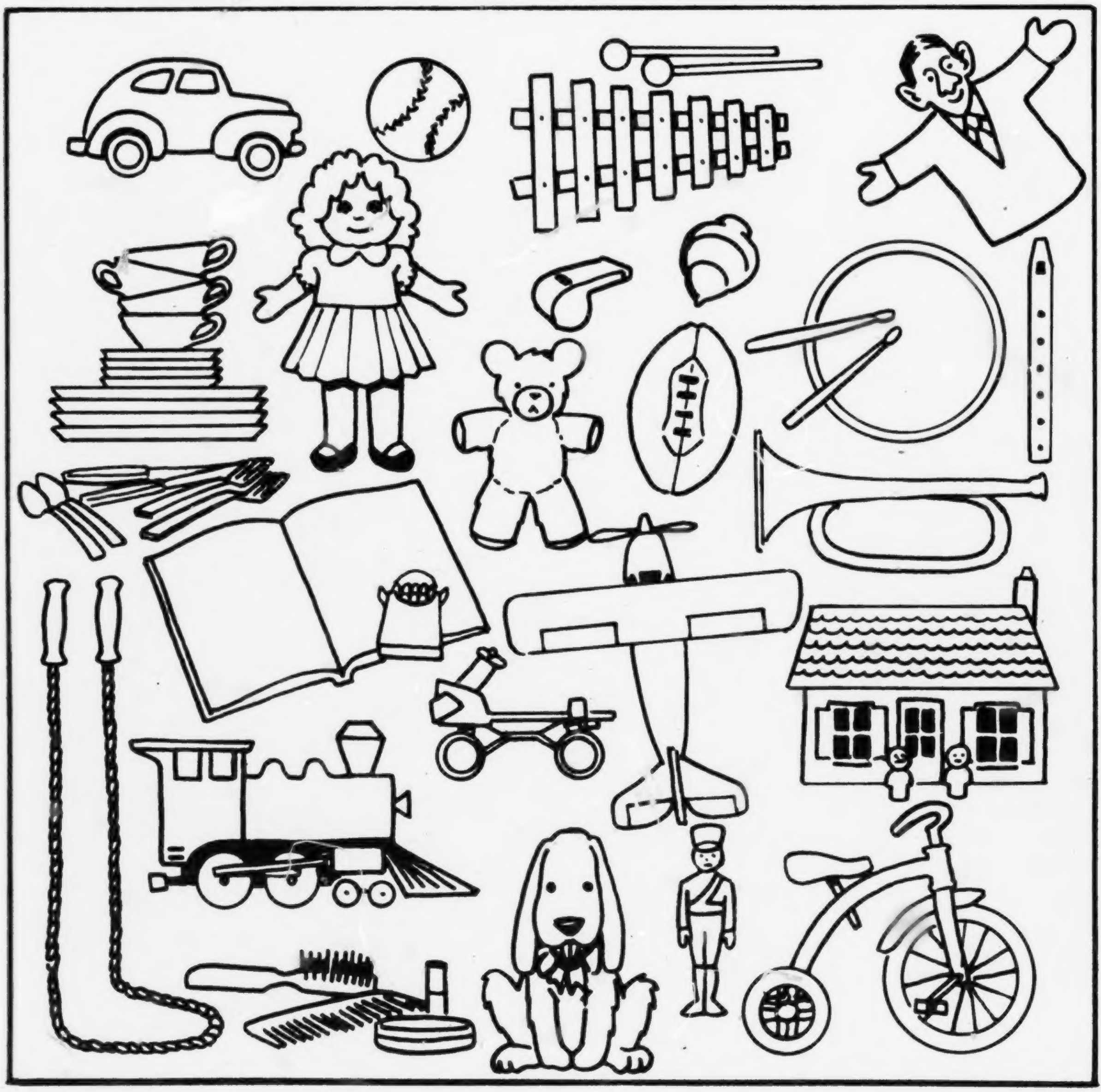
If the child cannot say the word(s), use pictures and have him select the correct picture from a group of three.

c___ow
p___i___g
b___ir___d
sh___ee___p
h___or___se

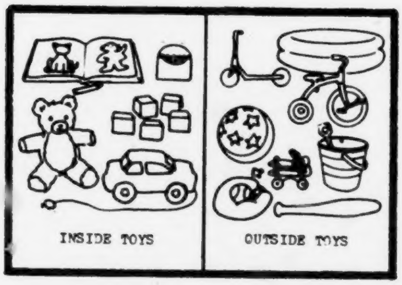
t___i___ger
m___on___k___ey
ch___i___ck___en
k___an___ga___roo
t___ur___k___ey

Use pictures as shown; simply identify and label the different toys.

Discuss the toy pictures by asking what you do with each; how they are alike or different; which toys are for indoors, which are for outdoors. Differentiate between toys that can be played with alone and toys that need a playmate. Discuss where various toys can be purchased, and the composition, color, and shapes of some of these toys.

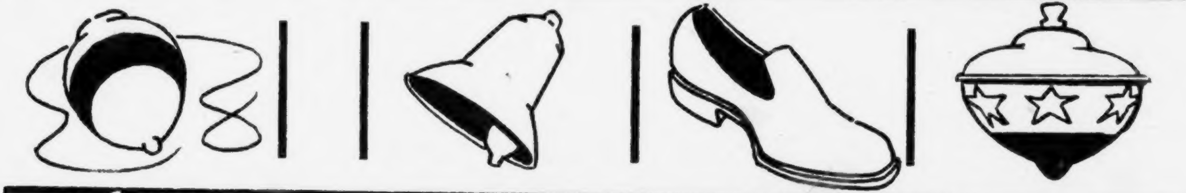


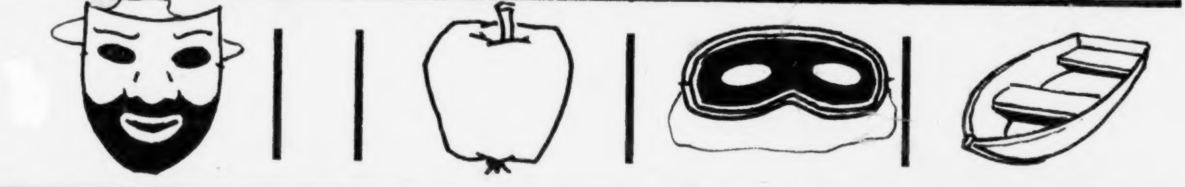
Help child find, cut out & paste pictures of toys on a large piece of paper divided & labeled as shown.

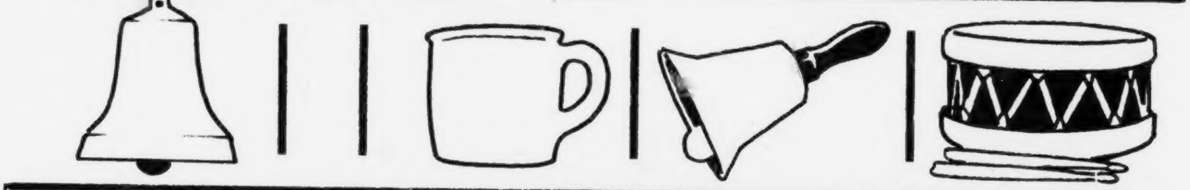

INSIDE TOYS
OUTSIDE TOYS

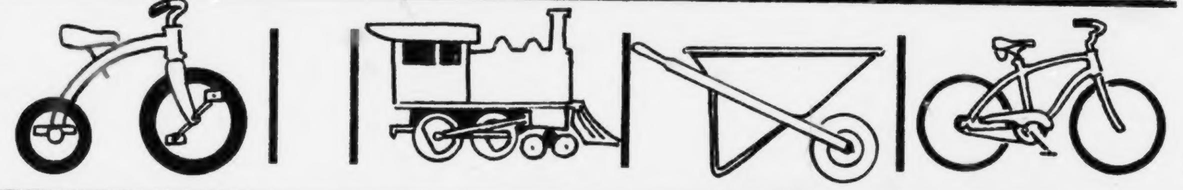
Example of finished sheet

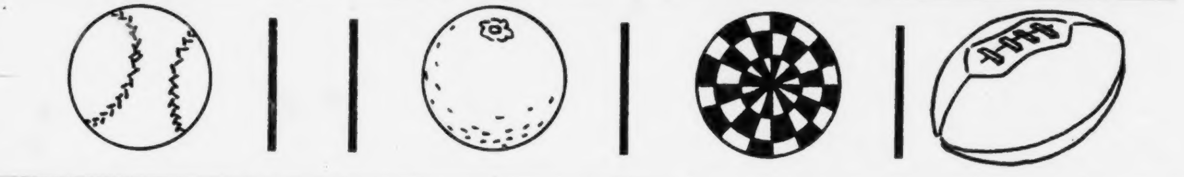
Arrange pictures as shown. Ask, "Which picture goes with the first one?"







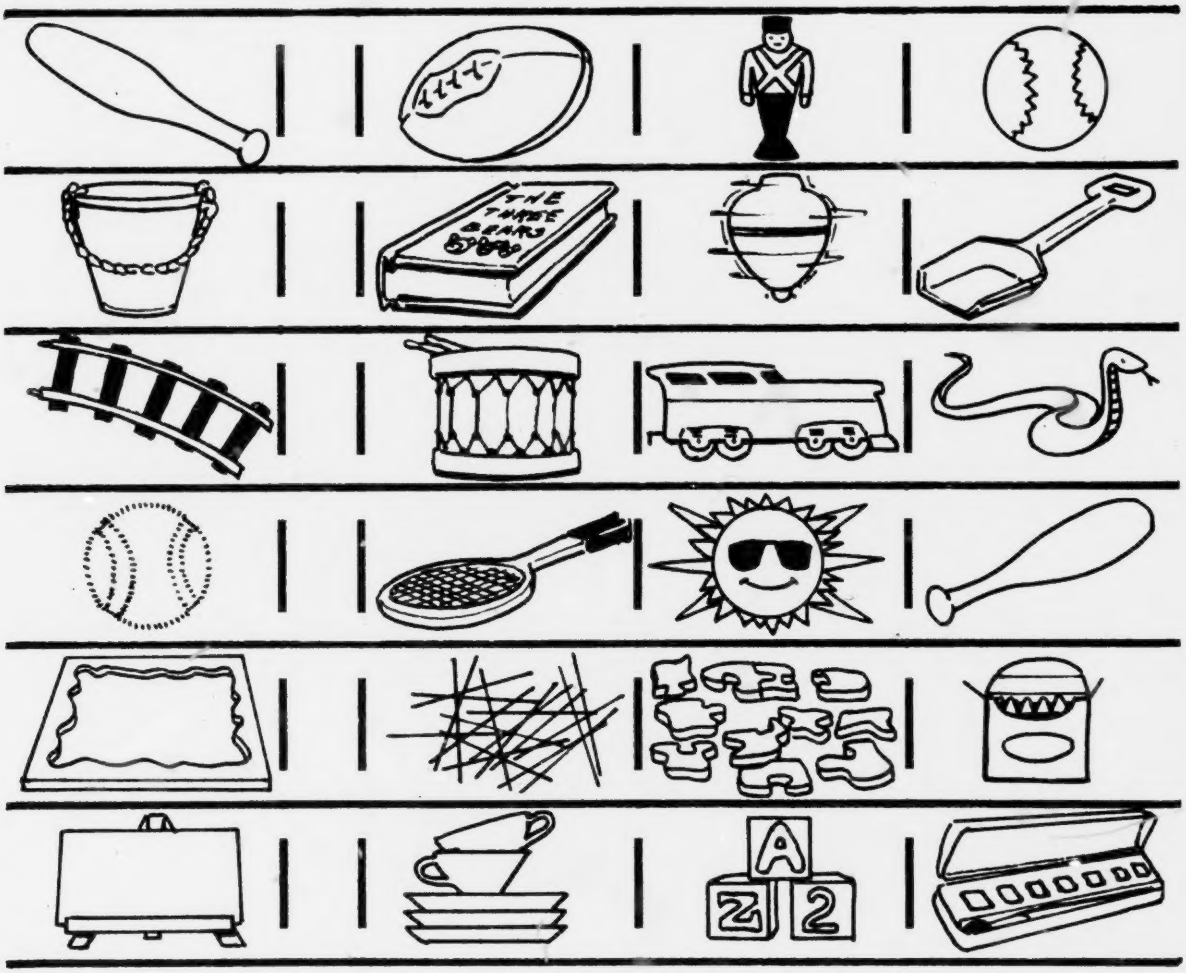




Have the child answer "yes" or "no" to the following questions:

Does a kite fly?
Does a bell bounce?
Does a doll blow?
Does a car go?
Does a bat hit?
Does a whistle blow?
Does a train fly?
Does a balloon creep?
Does a slide slip?
Does a gun swim?
Does a bike go on a track?
Does a mask talk?
Does a ball ring?
Does a top spin?
Does a block stop?
Does a jump rope jump?
Does a skate move?

Arrange pictures as shown. Ask, "Which picture goes with the first one?"



Auditory Association
Opposites and Analogies

▶ Have child listen to the sentence and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either picture or object and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

A plate goes on the table.
The cup goes on the (saucer).

An easel goes with paints.
A coloring book goes with (crayons) .

A baseball goes with a bat.
A golfball goes with a (club) .

Balls bounce; kites (fly) .

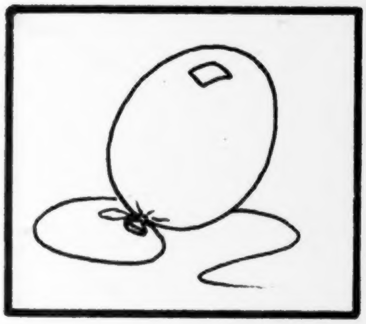
A doll goes with a (girl) .
A football goes with a (boy) .

A pail and shovel go with sand.
A boat goes with (water) .

Ice skates go with ice.
Skis go with (snow) .

Verbal Expression

▶ Use pictures of toys; present one picture at a time and have child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......balloon, toy
Color......appropriate color
Shape......round
Composition......rubber, plastic
Function......flies, floats, pops, play with
Major Parts......string, hole or opening
Numerosity......one string, one opening
Other Characteristics......light, breaks easily
Comparisons & Associations......filled with air or gas

▶ Have child listen to the sentences and complete the sentence with an appropriate word. Using the structure presented, expand the list of toys.

A ball can________.
A ball can________.
A ball cannot________.

A bike can________.
A bike can________.
A bike cannot________.

(continued)

A top can_________.
A top can_________.
A top cannot_________.

A balloon can_________.
A balloon can_________.
A balloon cannot_________.

A doll carriage can_________.
A doll carriage can_________.
A doll carriage cannot_________.

A kite can_________.
A kite can_________.
A kite cannot_________.

A pail can_________.
A pail can_________.
A pail cannot_________.

A wagon can_________.
A wagon can_________.
A wagon cannot_________.

▶ Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what you can do with........."

a ball
a bike
blocks
drum
a doll carriage
a wagon
pail & shovel
a pair of scissors

▼

TOYS - LOOK & REMEMBER
Place 2, 3, or more pictures of toys on the table. The number you use depends on the child's ability. You may have to start with 2 pictures and work up to more. Have the child look at each picture as you name it and turn them face down. Then say, "Find the kite." If the child picks up the wrong picture, say, "You found the ball, now find the kite."

▼

TOYS - WHICH IS MISSING?
Place 2, 3, 4 or more pictures of toys on the table. The number of pictures you use depends on the ability of the child. Have the child close his eyes and remove one toy picture. See if he can remember which toy is missing.

▼

TOYS - MIX THEM-FIX THEM
Place 2, 3 or 4 pictures of toys in a row on the table. The number of pictures you use depends on the ability of the child. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child replace the pictures in the original order. If he can do 2, expand it to 3, then to 4, etc. Remember, if you name the toys while the child is looking at them, the exercise becomes an integrated auditory and visual memory task.

Auditory Memory

Read each of the following statements, emphasizing the name of the toy. After the sentence is read, ask the child, "What was the name of the toy you heard?"

If there is no response or the response is incorrect, re-read the sentence.

The toy airplane could fly.
The girls like to play jump rope.
The boys are playing ball.
Can you ride a bicycle?
Father played ball with me.
Play the drum, and we will march.
It's fun to fly a kite.
Puzzles are good for quiet play.
We built a fort with the blocks.

Tom likes to play with the train of cars.
Mother gave Sue a doll carriage for her birthday.
Billy can sail the boat in the water.
The doll house was filled with furniture.
The boys played with the soldiers.
The big boys like to play football.
Mary plays with her doll after school.
We played on the snow with our sled.

Auditory Sequential Memory

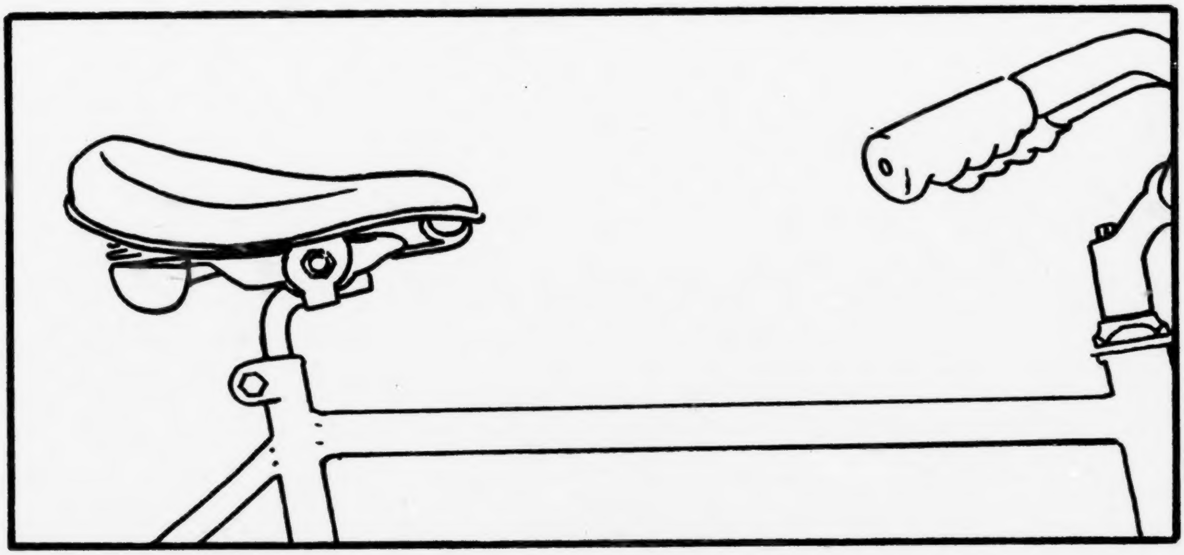
TOYS - WHAT DID YOU HEAR?
Name 2, 3, 4 or more toys in a sequence. The number of toys you name depends on the ability of the child. See if the child can repeat the toys in order.

Name 2, 3, 4 or more toys in a sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Make sure the pictures are not in the correct order when you give them to the child.

Tactile Memory

WHAT'S IN THE BAG?
Put a ball, a block, a puzzle piece, and other small toys in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the toy to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of toys on the table so he can point to the one that he thinks is the same as the one he has picked in the bag.

Using old magazines, cut out a picture of a toy. Cut the picture into sections. Show only a section of the picture and see if the child can identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of toys.

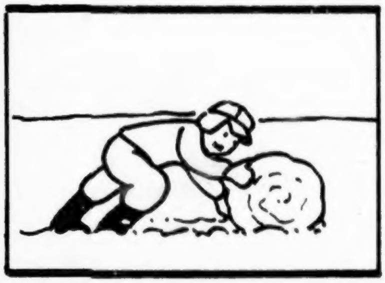
Conjugate the following verbs. Have the child repeat the correct verb forms.

to play	to catch	to pretend

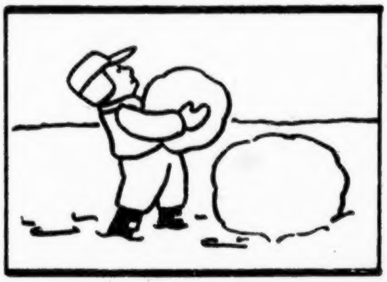
Example:

Present	Past	Future
Singular	Singular	Singular
I play	I played	I will play
You play	You played	You will play
He, she, it plays	He,she,it played	He, she,it will play
Plural	Plural	Plural
We play	We played	We will play
You play	You played	You will play
They play	They played	They will play

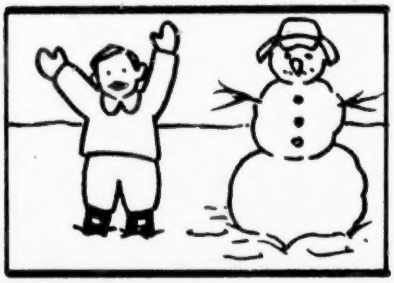
Have the child look at the picture and repeat the tenses as set up in the sample.



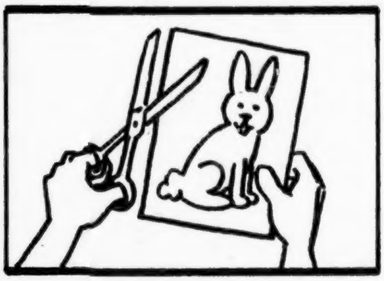
Going to build



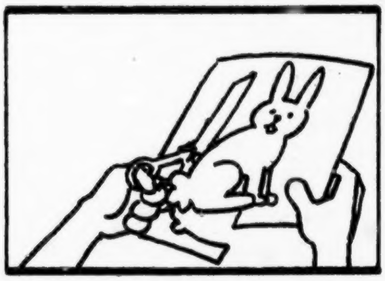
Building



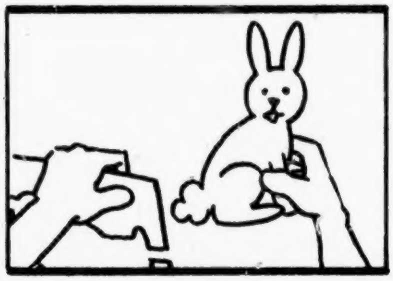
Built



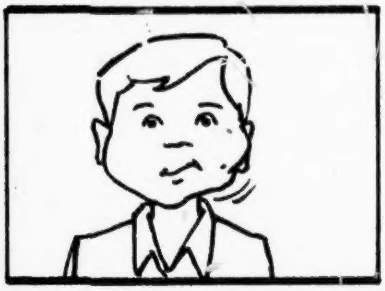
Going to cut



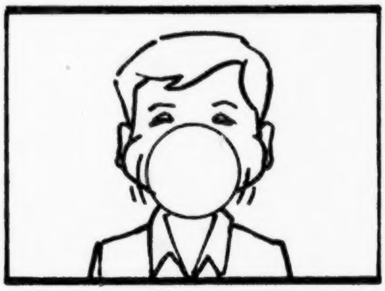
Cutting



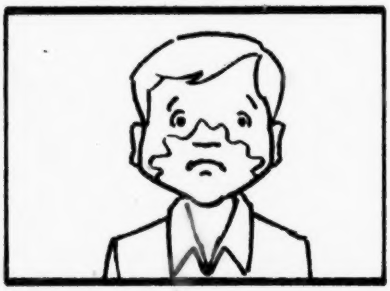
Cut



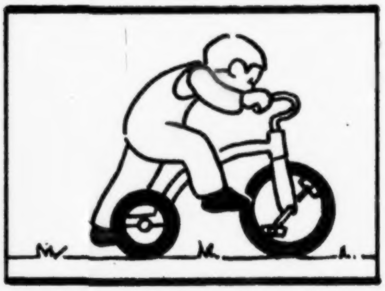
Going to blow



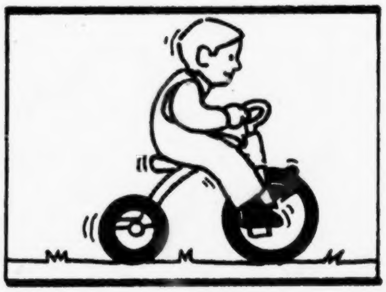
Blowing



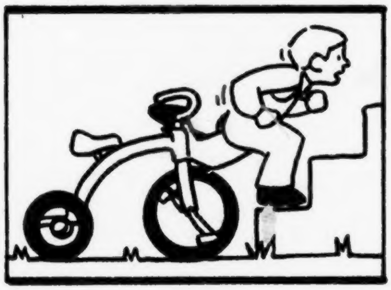
Blew



Going to ride

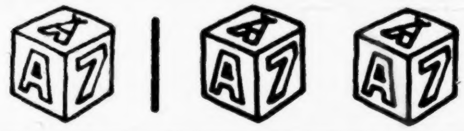


Riding

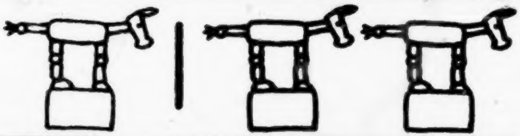


Rode

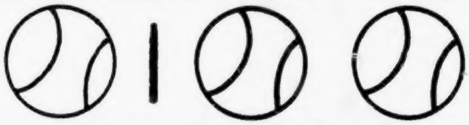
Use pictures of toys. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.



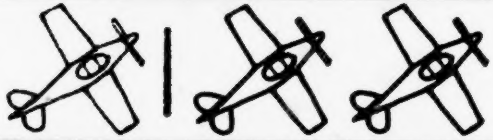
block blocks



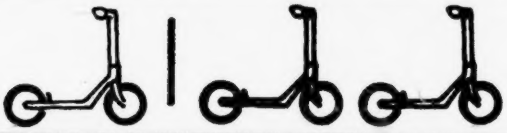
toy toys



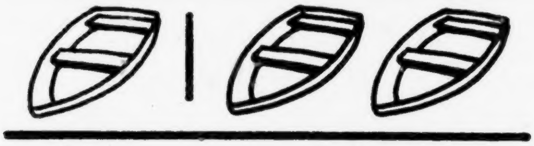
ball balls



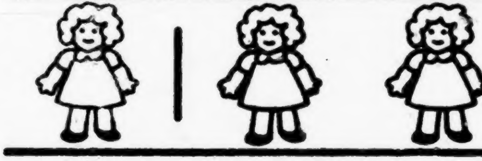
airplane airplanes



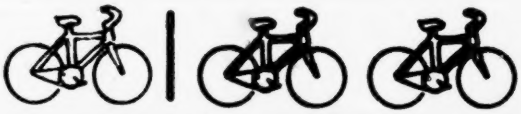
scooter scooters



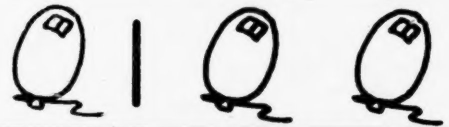
boat boats



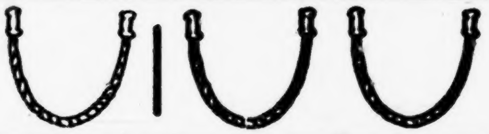
doll dolls



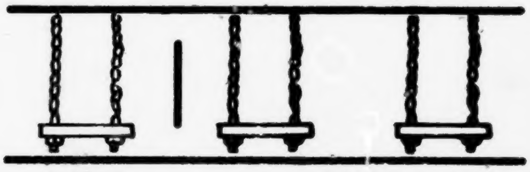
bike bikes



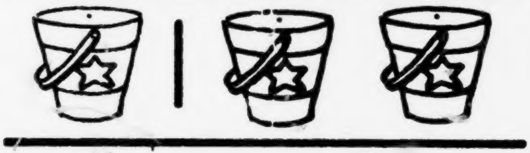
balloon balloons



jump rope jump ropes



swing swings



pail pails

Auditory Closure

▶ WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

ba____	(ball)	ro___er ____ate	(roller skate)
___aint	(paint)	to_____	(top)
bi_____	(bike)	boo_____	(book)
pu_____le	(puzzle)	ba_____oon	(balloon)
blo____	(block)	puppe_____	(puppet)
doll ___ouse	(doll house)		

Sound Blending

▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

b__a__ll
b__i__ke
p__ai__n__t
t__oy__s

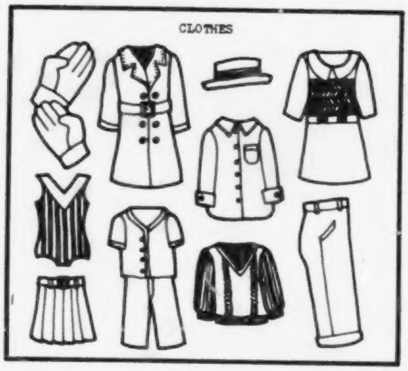
p__u__zz__le
bl__o__ck
sk__a__te

sw__ing
d__o__ll
sl__i__de

Clothes

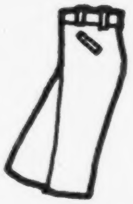
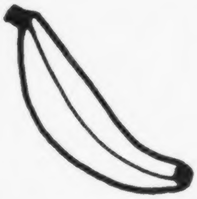
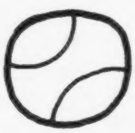
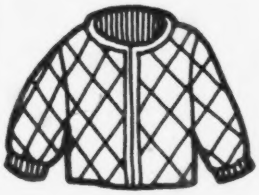
Help child find, cut out & paste pictures of clothes on a large piece of paper labeled as shown below.

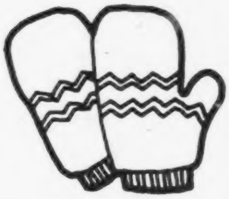
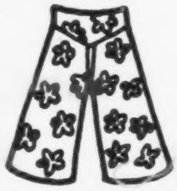
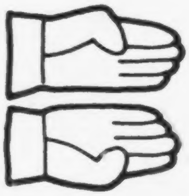
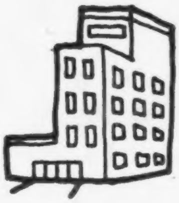
Discuss the pictures of clothes with the child by asking questions about who wears them, when and where they are worn (inside, outside, winter, summer, etc.), how they are the same/different, and any special features that can be noted about each item.

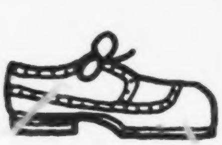
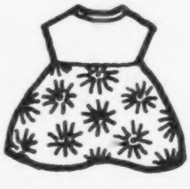
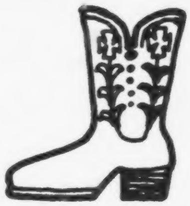
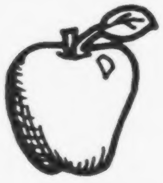


Example of finished sheet

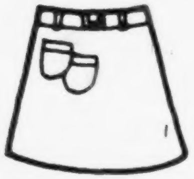
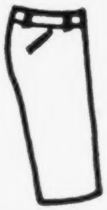
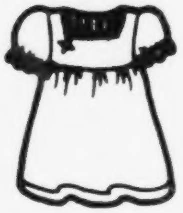
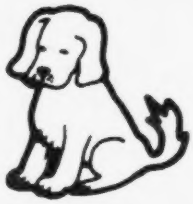
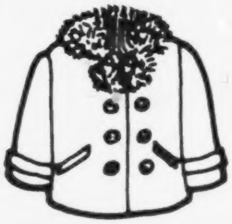
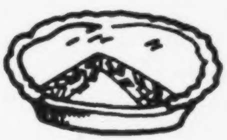
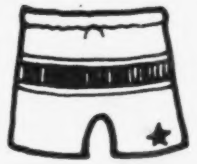
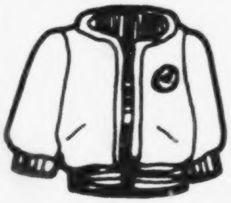
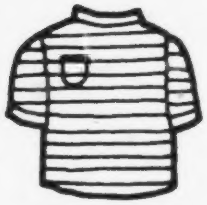
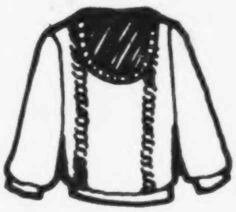
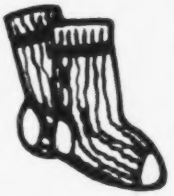
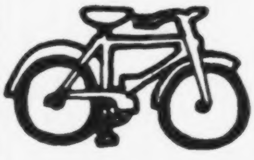
Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

(continued)

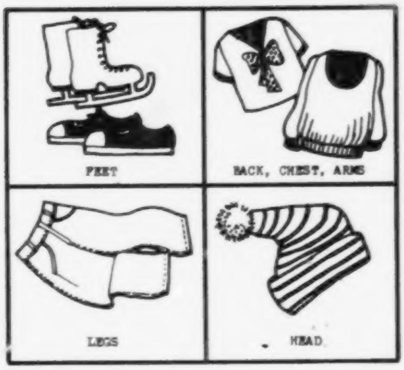













▶ Have the child answer "yes" or "no" to the following questions:

Do you wear a coat in the summer?
Do you wear a bathing suit in the summer?
Do mittens keep your feet warm in winter?
Do you wear snowpants at the beach?
Do you swim in your boots?
Do your socks keep your shoes dry?
Do pajamas go with your slacks?
Does an umbrella help you on a rainy day?

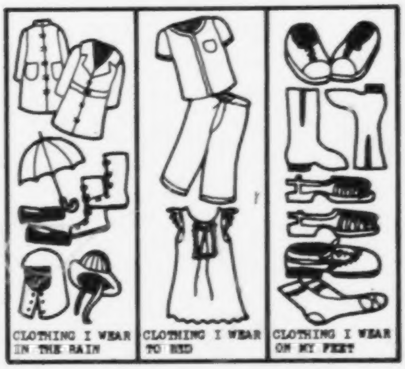
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown below.

Ask the child to find: two things he can wear on his feet; two things he can wear on his arms and shoulders, back and chest; one thing he can wear on his legs; and one thing he can wear on his head. Show the child his own clothing and demonstrate.


FEET
BACK, CHEST, ARMS
LEGS
HEAD

Example of finished sheet

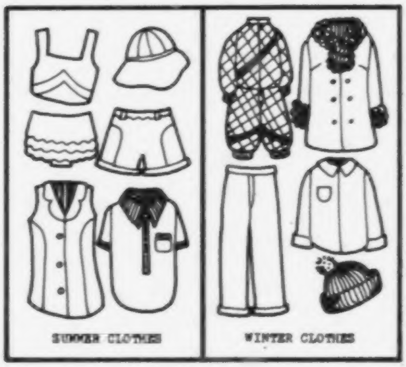
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown below.


CLOTHING I WEAR IN THE RAIN
CLOTHING I WEAR TO BED
CLOTHING I WEAR ON MY FEET

Example of finished sheet

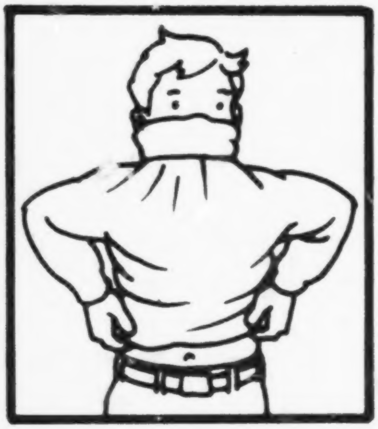
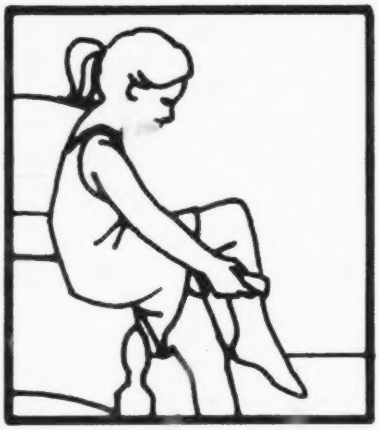
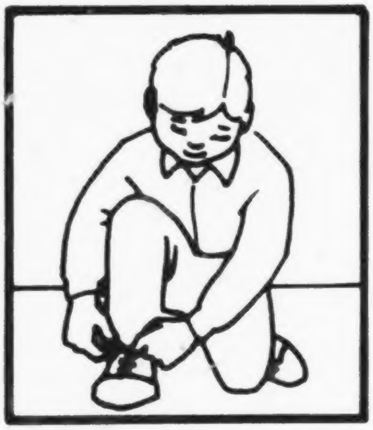
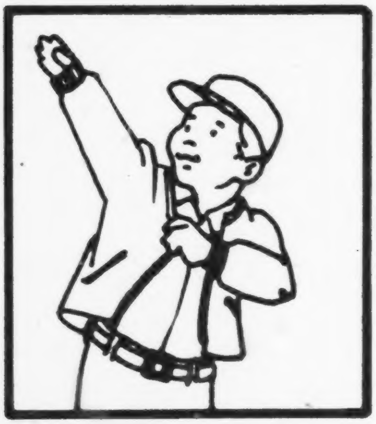
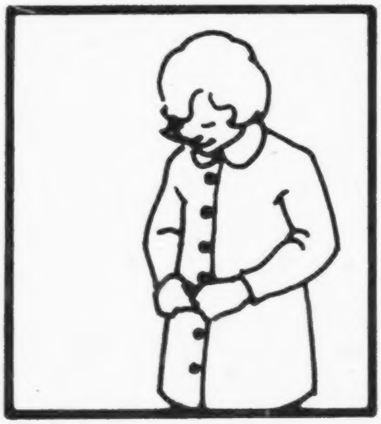
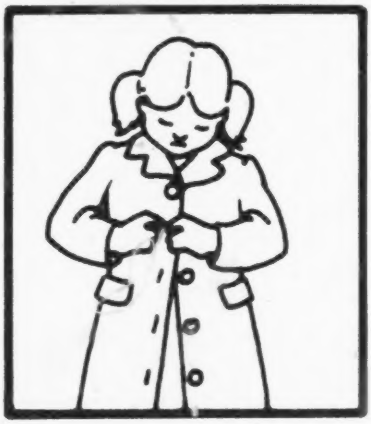
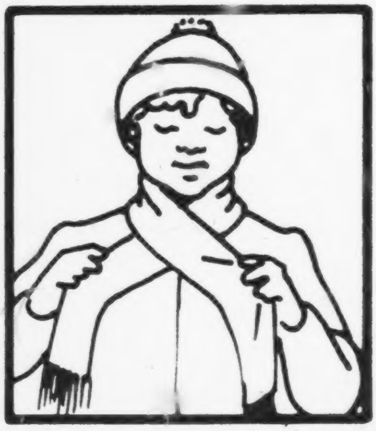
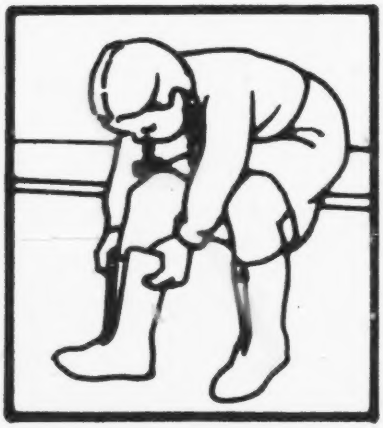
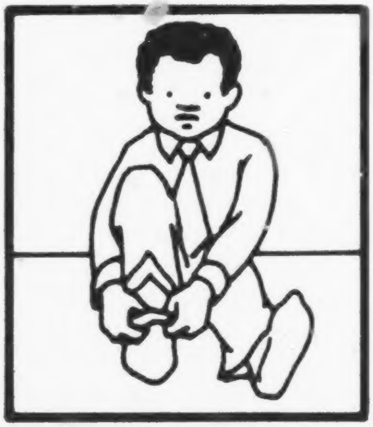
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown below.

Use sentences explaining the appropriate time to wear each. Example: "You wear (short pants, short sleeves, sleeveless blouses, bathing suits, etc.) when it is hot in the summer. You wear (long sleeves, long pants, sweaters, coats, etc.) when it gets cold in the winter." Get your child's own clothes and demonstrate the differences. Showing the real **item of clothing** is most important.

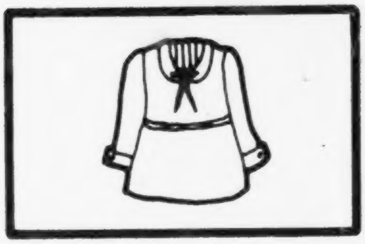

SUMMER CLOTHES
WINTER CLOTHES

Example of finished sheet

Use pictures as shown. Discuss what each person is doing. Example: "The girl is putting on her socks, etc."

Use pictures of clothes, present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......dress, it's clothing, girl's clothing
Color......(name any color or pattern) plaid, polka dot, stripe, etc.
Shape......
Composition......cotton, wool
Function......wear it
Major parts......sleeve, neck, waist, skirt
Numerosity......1 neck, 2 sleeves
Other Characteristics......long, short, full, straight
Comparisons & Associations......it's like a skirt, a girl's dress, is smaller than a lady's

---

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me..................."

Show me how you put on a shirt.
Show me how you put on a dress.
Show me how you put on shoes.
Show me how you put on pants.
Show me how you put on a hooded jacket.
Show me how you put on a belt.
Show me how you put on a scarf.
Show me how you put on boots.
Show me how you put on socks.

LOOK AND REMEMBER
Place 2, 3, or more pictures of clothing on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the dress." If the child picks up the wrong picture, say, "You found the shirt, now find the dress."

Visual Memory

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of clothing on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

MIX THEM-FIX THEM

Place 2, 3 or 4 pictures of clothing in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

WHAT DID YOU HEAR ?

Name 2, 3, 4 or more items of clothing in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

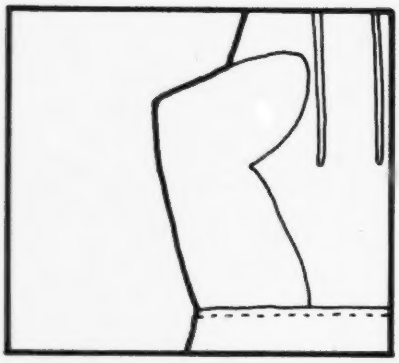
Name 2, 3, 4 or more items of clothing in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

Kinesthetic Memory

WHAT'S IN THE BAG?

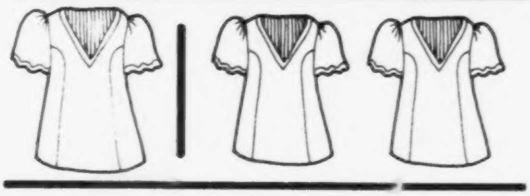
Put a sock, a belt, a shoe, and other items of clothing in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one that he thinks is the same as the one he had picked in the bag.

► Find a picture of an item of clothing. Show only a portion of the picture and have child identify the object even though it is incomplete.

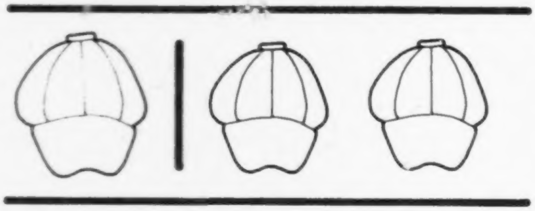


See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of Clothing.

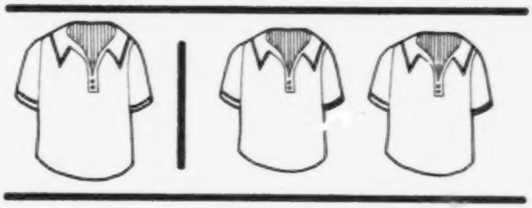
► Use pictures of clothing. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of the word.



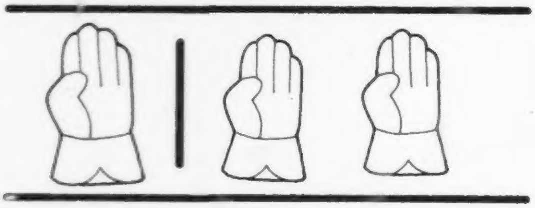
1 dress 2 dresses



1 hat 2 hats

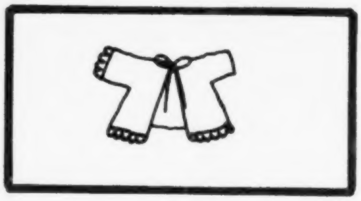


1 shirt 2 shirts

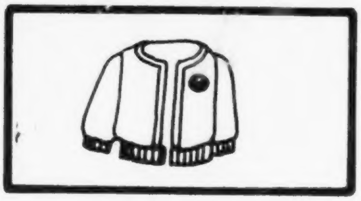


1 glove 2 gloves or
a pair of gloves

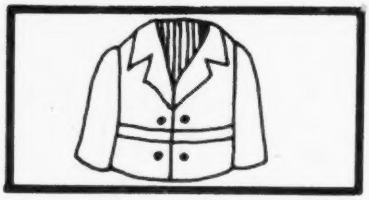
Have the child look at the picture and repeat the comparative as set up in the sample.



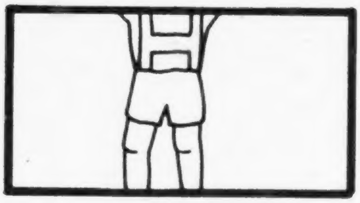
big



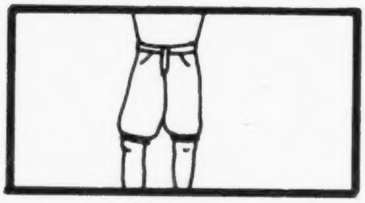
bigger



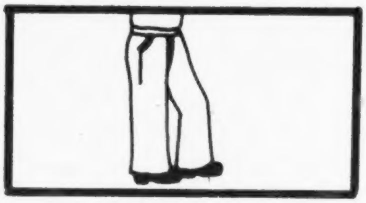
biggest



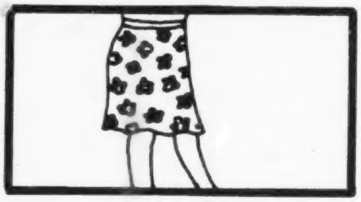
long



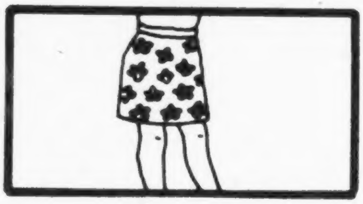
longer



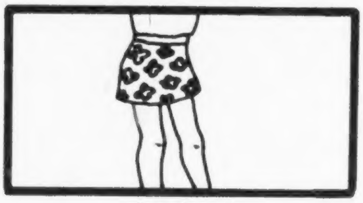
longest



short



shorter



shortest

Conjugate the following verbs. Have each child repeat the correct verb forms.

to wear	to take off	to dress
Example:		
Present	Past	Future
Singular	Singular	Singular
I wear	I wore	I will wear
You wear	You wore	You will wear
He, she, it wears	He, she, it wore	He, she it will wear
Plural	Plural	Plural
We wear	We wore	We will wear
You wear	You wore	You will wear
They wear	They wore	He, she, it will wear

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

sh___oe	sc___ar_ _f
t___ie	bl___ou___se
c___oa___t	dr___e___ss
h___a___t	st___o___ck___ing
m___i___tt___en	s___o___ck
s___k___ir___t	sw___ea___ter

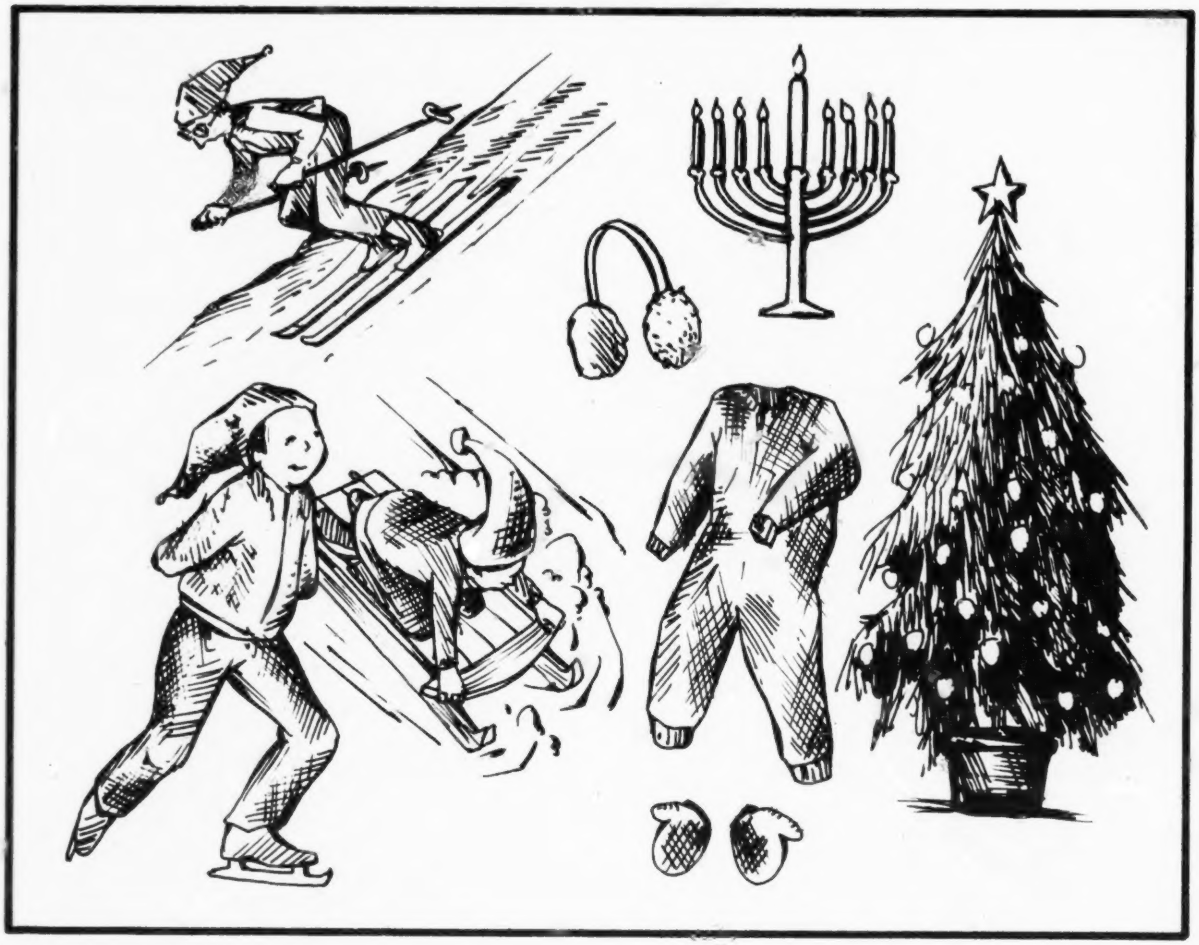
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

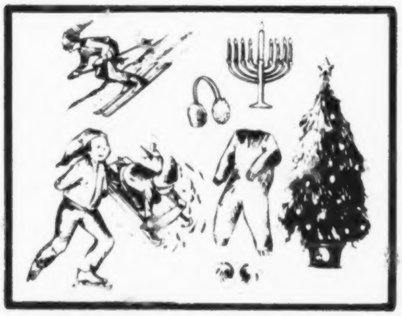
dre_____	(dress)	pan_____	(pants)
coa_____	(coat)	sui_____	(suit)
_____irt	(shirt)	scar_____	(scarf)
_____ock	(sock)	ha_____	(hat)
bel_____	(belt)	gl_____ve	(glove)
ja_____et	(jacket)	shir_____	(shirt

Use pictures as shown; simply identify & label the different winter pictures.

Discuss the pictures by asking about clothes that are worn, snow, Christmas, Hanukkah, ice skating, sledding and skiing.



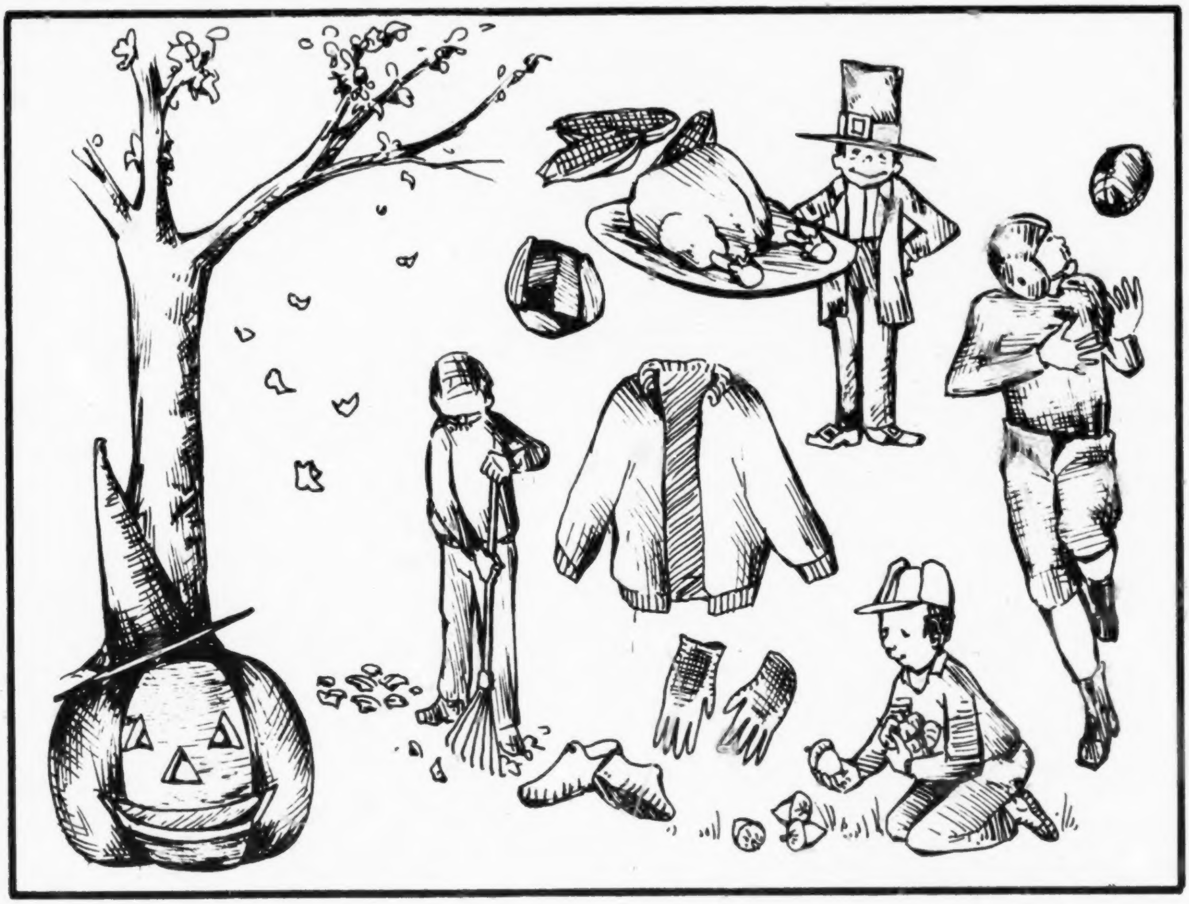
Help child find, cut out & paste pictures that depict winter on a large piece of paper.



Example of finished sheet

* Use pictures as shown; simply identify & label the different fall pictures.

Discuss the pictures by asking about leaves changing colors and falling, raking leaves, starting of school, Halloween, Thanksgiving, clothes we wear in the fall, gathering apples, nuts and other autumn harvests, and football.

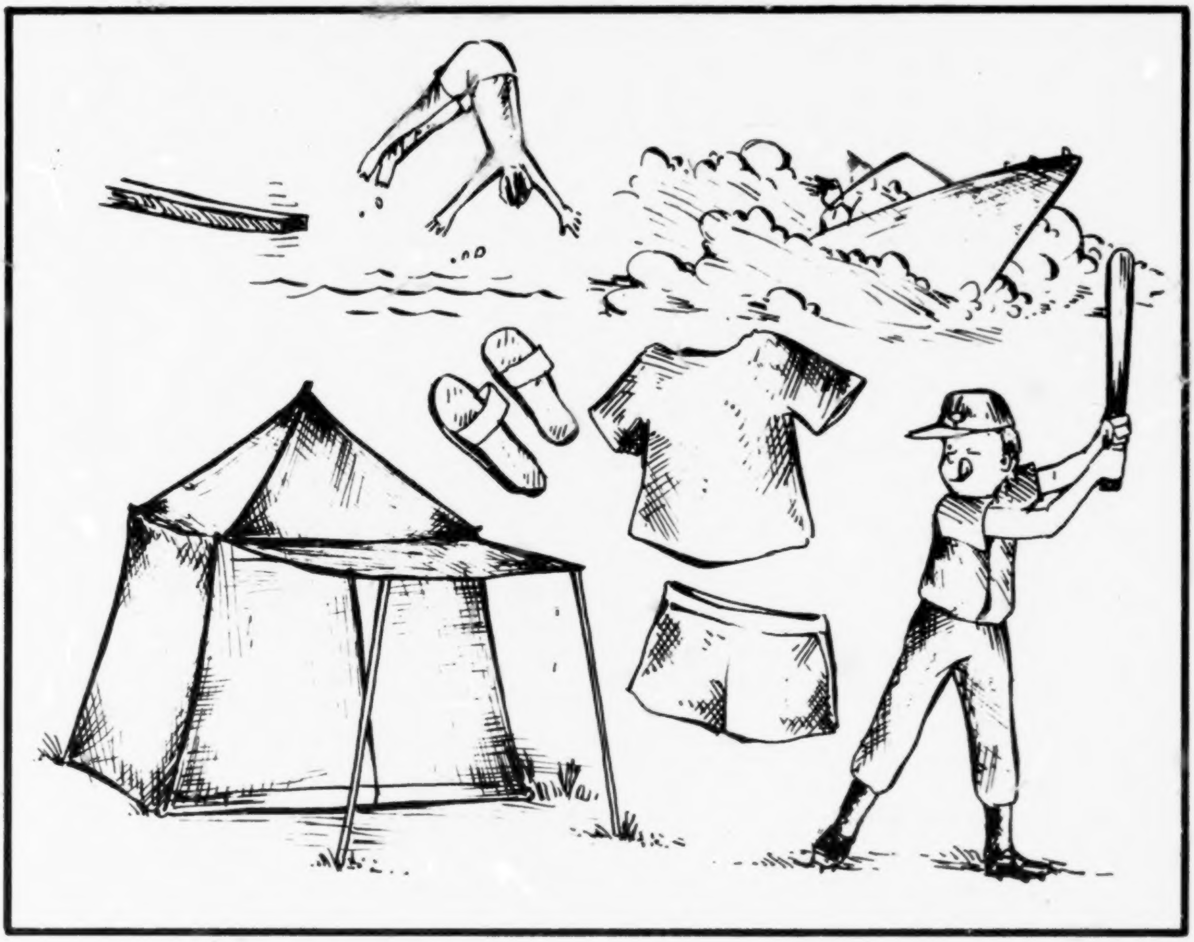


* Help child find, cut out & paste pictures that depict fall on a large piece of paper.

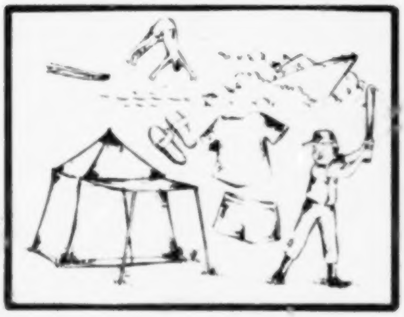
Example of finished sheet

Use pictures as shown; simply identify & label the different summer pictures.

Discuss the pictures by asking about clothes we wear, summer sports and games, swimming, boating, vacations, no school - play.



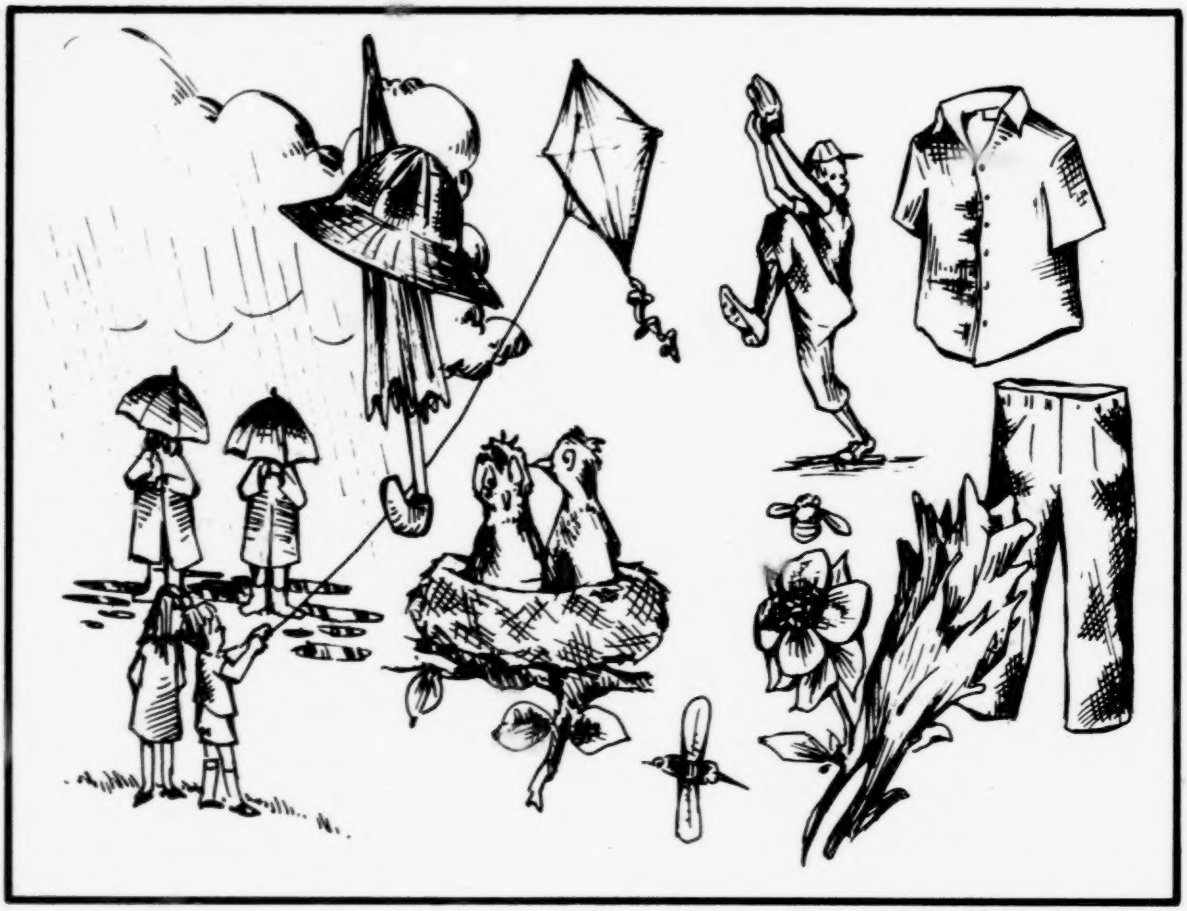
Help child find, cut out & paste pictures that depict summer on a large piece of paper.



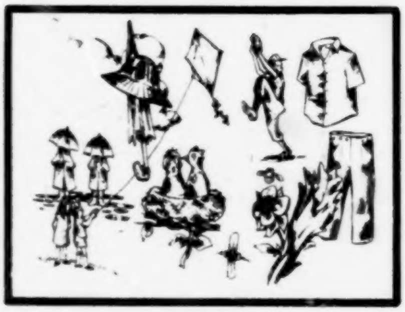
Example of finished sheet

Use pictures as shown, simply identify & label the different spring pictures.

Discuss the pictures by asking about birds returning, spring flowers, showers, spring vacation, Easter, Passover, clothing we wear in the spring, insects, baseball and kite flying.



Help child find, cut out & paste pictures that depict spring on a large piece of paper.

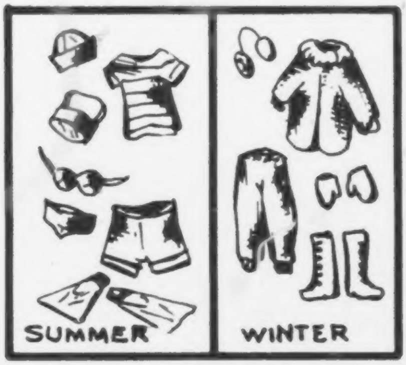


Example of finished sheet

Have the child answer "yes" or "no" to the following questions:

Can we pick apples in the spring?
Do we make snowballs in the summer?
Do the leaves fall off the trees in the spring?
Do we go swimming in the ocean in the summer?
Do many flowers bloom in the spring?
Do the birds fly south in the summer?
Do we wear warm clothing in the winter?
Do April showers come in the spring?
Do we have a Christmas tree in the fall?
Can we ice skate in the summer?
Does the farmer plant his fields in the winter?
Do we wear thin clothes in the summer?
Do the boys play football in the summer?
Do the boys play baseball in the winter?

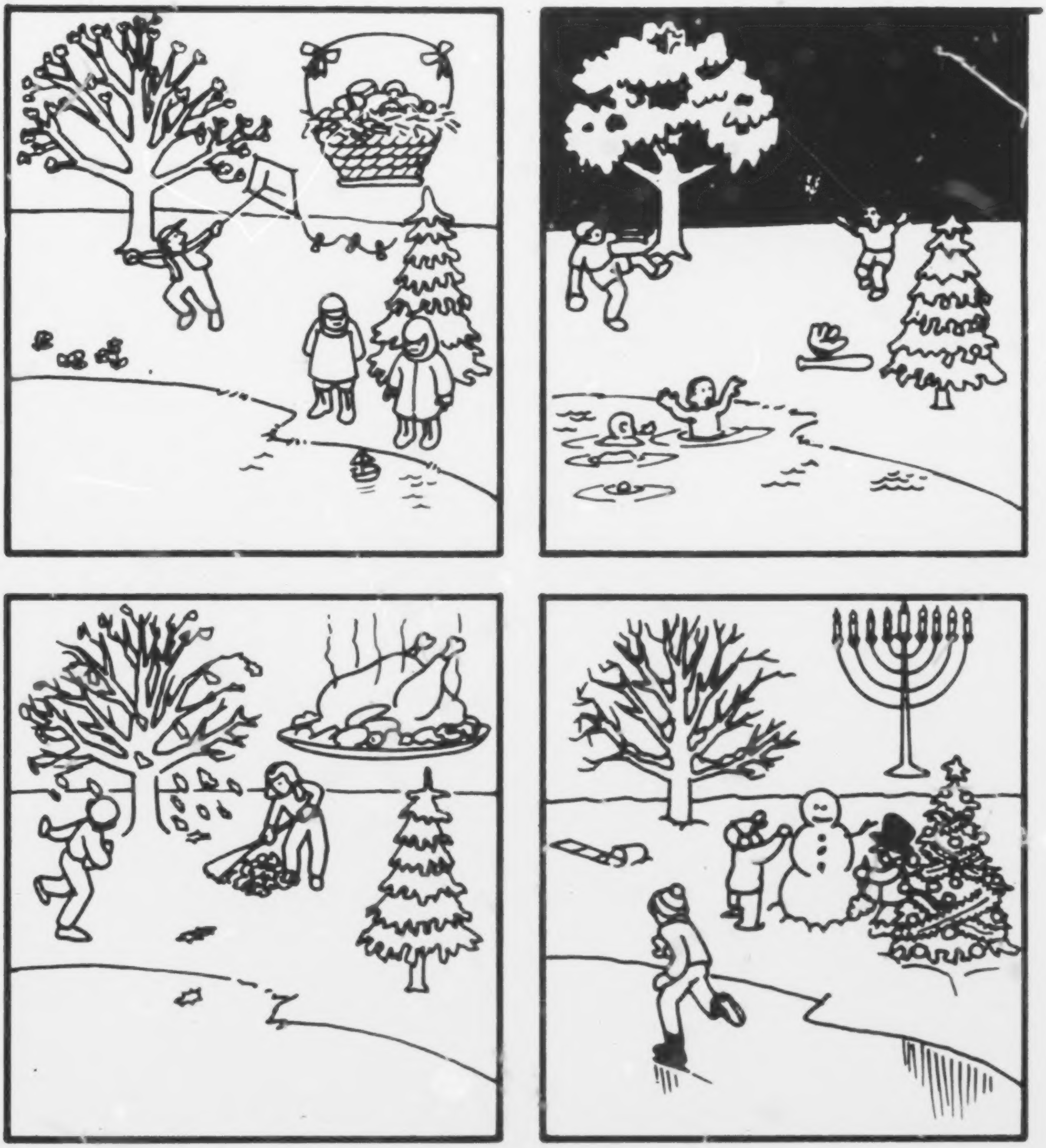
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown.



Example of finished sheet

Use sentences explaining the appropriate time to wear each. Example: "You wear (short pants, short sleeves, sleeveless blouses, bathing suits, etc.) when it is hot in the summer." "You wear (long sleeves, long pants, sweaters, coats, etc.) when it gets cold in the fall and winter." Get your child's own clothes and demonstrate the differences. Showing the real clothes is most important.

Use pictures of the seasons arranged as shown below; simply label and categorize what happens in the spring, summer, fall, winter.



▶ Have child listen to the sentences & complete each sentence with an appropriate word.

Lightning and thunder storms go with summer.
Snow and sleet go with (winter) .

March winds come in the spring.
The Fourth of July is celebrated in (summer) .

Kite flying is fun in the spring.
Rolling in the leaves is fun in the (fall) .

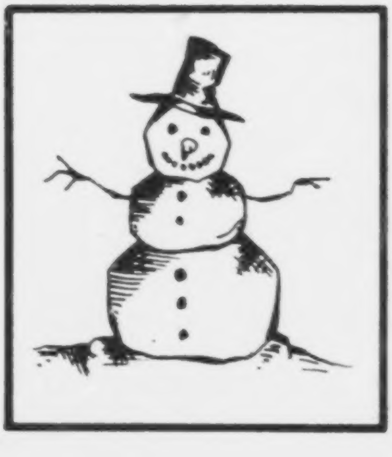
Families get together for Thanksgiving in the fall.
Families get together for Christmas parties in the (winter) .

April showers help flowers to grow in the spring.
July sunshine helps flowers to bloom in (summer) .

The farmer plants his crop in the spring.
The farmer harvests his crop in the (summer/fall) .

Children go sleigh riding in the winter.
Children go swimming in the (summer) .

▶ Use pictures of seasons. Present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......snowman
Color......white
Shape......round
Composition......snow
Function......you build it
Major parts....three round parts, facial features, body parts, etc.
Numerosity......two eyes, one carrot nose
Other Characteristics......fat, wet, cold, melts
Comparisons & Associations......it's cold like ice, children make snowmen.

Verbal Expression

Have child listen to the sentences & complete the sentence with an appropriate word. Using the structure presented expand the list of seasons.

Winter is_________.
Winter is_________.
Winter is not_________.

Summer is _________.
Summer is_________.
Summer is not_________.

Fall is_________.
Fall is_________.
Fall is not_________.

Spring is_________.
Spring is_________.
Spring is not_________.

Manual Expression

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what you can do with........."

a kite
a rake
a fire cracker
a football

seeds
snow
row boat and oars

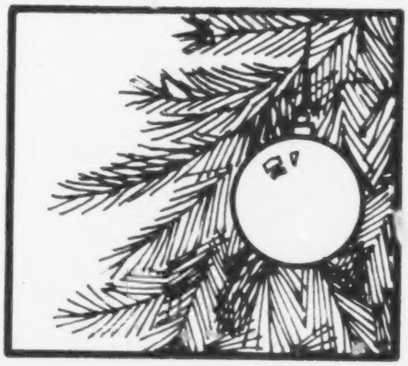
Visual Memory

SEASONS - LOOK AND REMEMBER
Place 2, 3, or more pictures of seasons on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the winter picture." If the child picks up the wrong picture, say, "You found the spring picture, now find the winter picture."

SEASONS - WHICH IS MISSING?
Place 2, 3, 4, or more pictures of seasons on the table. The child's ability determines the number used. The child closes his eyes and you remove one season picture. He is to name the missing season picture.

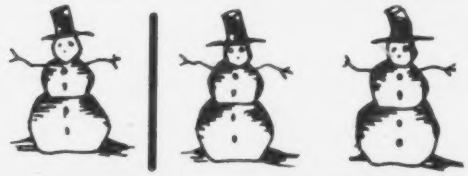
SEASONS - MIX THEM-FIX THEM
Place pictures of the seasons in proper sequence. Tell child to look and remember the order. The pictures must be presented in the chronological order in which they occur - winter, spring, summer, fall; or spring, summer, fall, winter. Have the child place the pictures in the original order. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Find a picture of a Christmas tree and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.

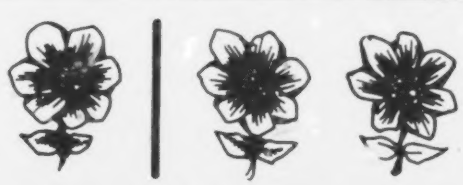


See appendix: Peabody Visual Closure Templates can be used over the Peabody pictures.

Use pictures of seasons. Arrange them so that you have singular and plurals as set up in the sample below. Have the child look at each set and repeat the singular and plural form of the word.

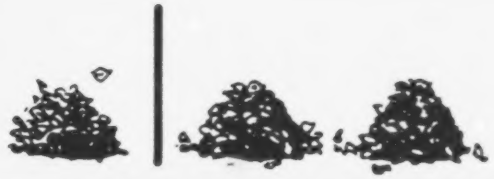


1 snowman 2 snowmen

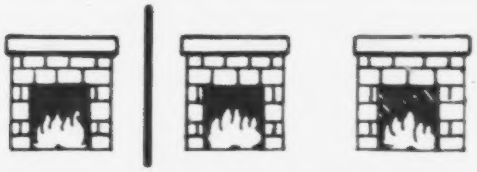


1 flower 2 flowers

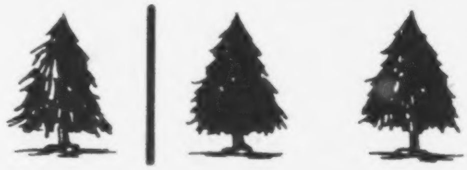
(continued)



1 pile of leaves 2 piles of leaves

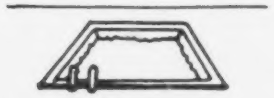


1 fireplace 2 fireplaces

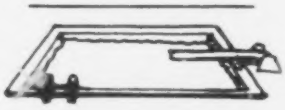


1 Christmas tree 2 Christmas trees

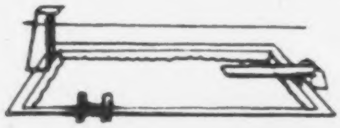
Have the child look at the picture and repeat the comparative as set up in the sample below.



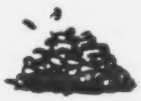
big



bigger

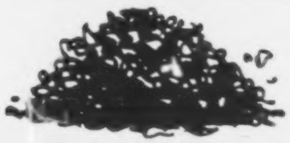


biggest

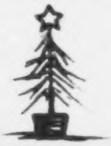


many

more

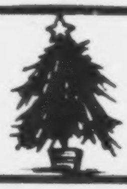


most



good

better



best

Say the following words, with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

su___mm___er
s__pr___ing
au___t___umn
wi___in___t___er
sn___ow
Ch___ri___st___m__a___s

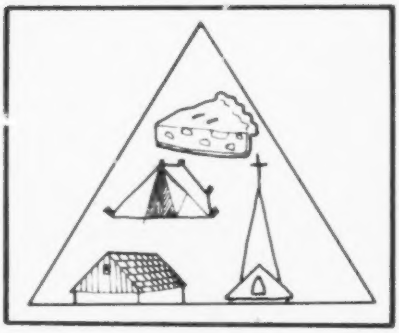
fl___ow___er
Th___ank___s___gi___v___ing
i___ce
f___oo___t___ba___ll
sl___e___d

Say the following words, deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

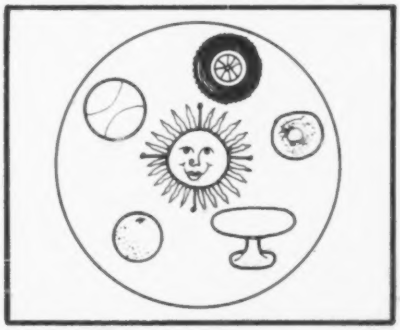
_____inter	(winter)	Ha_____oween	(Halloween)
sn_____man	(snowman)	swi_____ing	(swimming)
_____aseball	(baseball)	lea_____	(leaf)
insec_____	(insects)	ice ska_____ing	(ice skating)
flow_____	(flower)		

Draw a 17 inch triangle on a large paper. Help child find and cut out things shaped like a triangle and paste them in the drawn triangle.



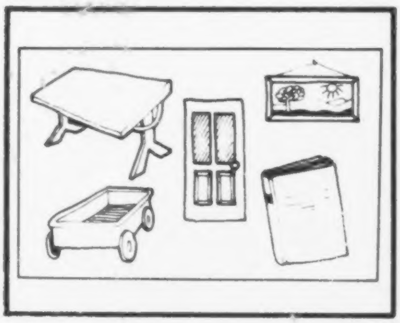
Example of finished sheet

Draw a 17 inch circle on a large paper. Help child find and cut out things shaped like a circle and paste them in the drawn circle.



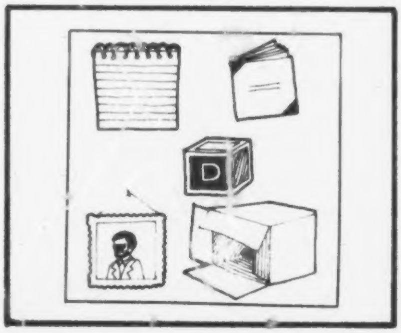
Example of finished sheet

Draw a 17 x 12 inch rectangle on a large paper. Help child find and cut out things shaped like a rectangle and paste them in the drawn rectangle.



Example of finished sheet

Draw a 17 inch square on a large paper. Help child find and cut out things shaped like a square and paste them in the drawn square.

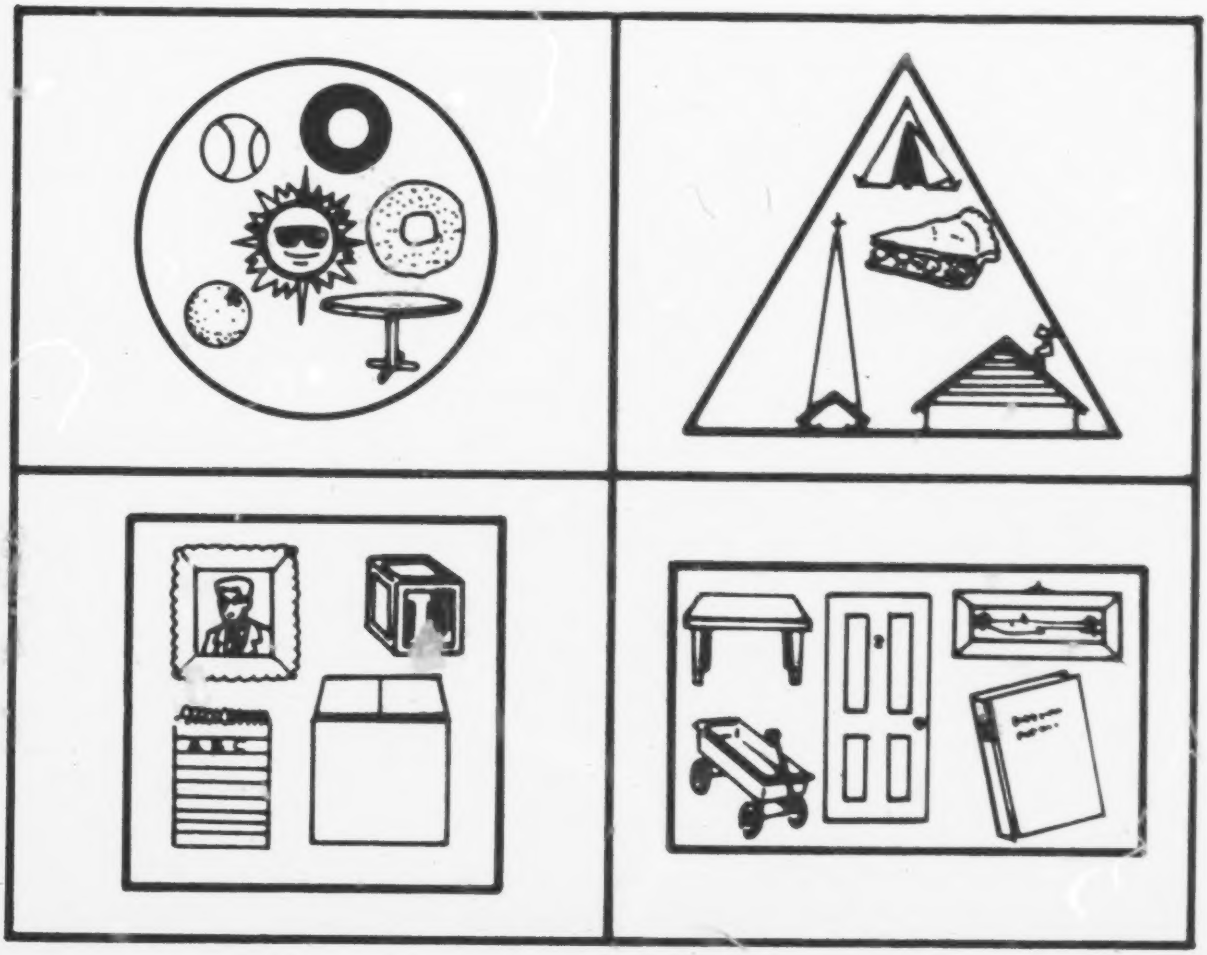


Example of finished sheet

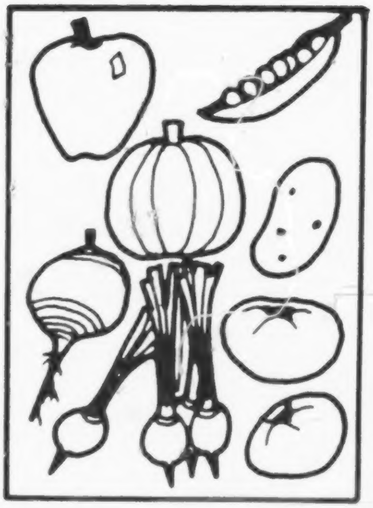
Help child find, cut out & paste appropriate pictures on a large paper divided and labeled as shown below.

Place pictures shaped like a circle, (examples: orange, ball, tire) in the circle.
Place pictures shaped like a triangle, (examples: wedge of pie, roof, church tower) in the triangle.
Place pictures shaped like a square (examples: box, block, paper) in the square.
Place pictures shaped like a rectangle (examples: book, wagon, table) in the rectangle.

Have your child run his fingers around each shape. If possible, show the real object and name the shape. (Example: "A ball is shaped like a circle.")



Read the following to your child. After you have read the information, cut out and paste appropriate pictures to the attached paper. "Farmer Brown would like us to make a picture list. He wants us to list all the food that will grow in his garden and be round."



Example of finished sheet

Have the child answer "yes" or "no" to the following questions.

Bob is looking for things that are round.

Does he want a ball?
Does he want a box?
Does he want a button?
Does he want a wheel?
Does he want a house?
Does he want a window?
Does he want a roof?
Does he want a ring?

Does he want a kite?
Does he want a penny?
Does he want a plate?
Does he want a book?
Does he want a flag?
Does he want a table?
Does he want the sun?

Have the child answer "yes" or "no" to the following questions.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Is a ball square?
Is a kite round?
Is a box square?
Is a nickle round?
Is a long box a rectangle?
Is a baseball field round?

Is a football a triangle?
Is a piece of pie a triangle?
Is a door a rectangle?
Is a silo round?
Is a dollar a rectangle?

Auditory Association

Ask, "What is the shape of a:"

ball
box
button
wheel
house

window
roof
ring
penny
kite

plate
book
flag
sun
table

Auditory Association
Opposites and Analogies

Have child listen to the sentences and complete the sentence with an appropriate word.

A dollar is a rectangle;
a penny is_________.

A baseball is round;
a box is_________.

A kite is a diamond;
a cup is_________.

An apple is round;
a door is_________.

The sun is round;
the flag is_________.

A book is a rectangle;
a tire is_________.

A piece of pie is a triangle;
a plate is_________.

A piece of paper is a rectangle;
a ring is_________.

Auditory Association

Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Mother wears something on her finger. It is a piece of jewelry.
It is very pretty; it is a ring. - What shape is the ring?

We had a delicious glass of orange juice that mother squeezed from
an orange. - What shape was the orange?

I took my white handkerchief with me. - What shape is my handkerchief?

Mary is going to have a birthday. Mary's mother is going to buy her a
shiny gold bracelet. - What shape will her bracelet be?

(continued)

I love to listen to stories about horses. Daddy reads the stories to me from my book. - What shape is my book?

We went to park the car, and mommy gave me a penny to put in the parking meter. - What shape was the penny?

The other day it was raining. I sat for a long time looking out the window watching the rain. - What shape is the window?

Jack was so happy because his daddy bought him a new watch. The part of the watch where the numbers are is in a circle.
- What shape is the watch?

We have a flag in school. It has red and white stripes and stars.
- What shape is the flag?

I love to paint pictures of dogs on paper.
- What shape is the paper I draw on?

The bright sunshine makes me feel warm, and it makes all the flowers and grass look pretty. - What shape is the sun?

My grandmother made a big apple pie. - What shape was the pie?

My mother cut a piece of pie for me.
- My piece was not round; it was the shape of a__________.

Sue and I like to watch the workmen building the house across the street. Yesterday the workmen put the roof on the house.
- What shape was the roof?

In school we made hats. Everybody made a different kind of hat. Mine was blue and big. It looked like the roof of a house.
- What shape was my hat?

Use pictures of shapes. Present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:

Name & Category or Group......shapes
Shape......circle/round
Function......things can roll
Major parts......is has no corners
Numerosity......
Other Characteristics......
Comparisons & Associations......It is the shape of a ball, a penny, an orange.

Visual Memory

LOOK AND REMEMBER

Place 2, 3 or more pictures of shapes on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the triangle. If the child picks up the wrong picture, say, "You found the circle, now find the triangle."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of shapes on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing shape.

Visual Sequential Memory

MIX THEM-FIX THEM

Place 2, 3 or 4 pictures of shapes in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the shapes while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

WHAT DID YOU HEAR?

Name 2, 3, 4 or more shapes in a sequence. Ask the child to repeat the shapes in order. The child's ability determines the number used.

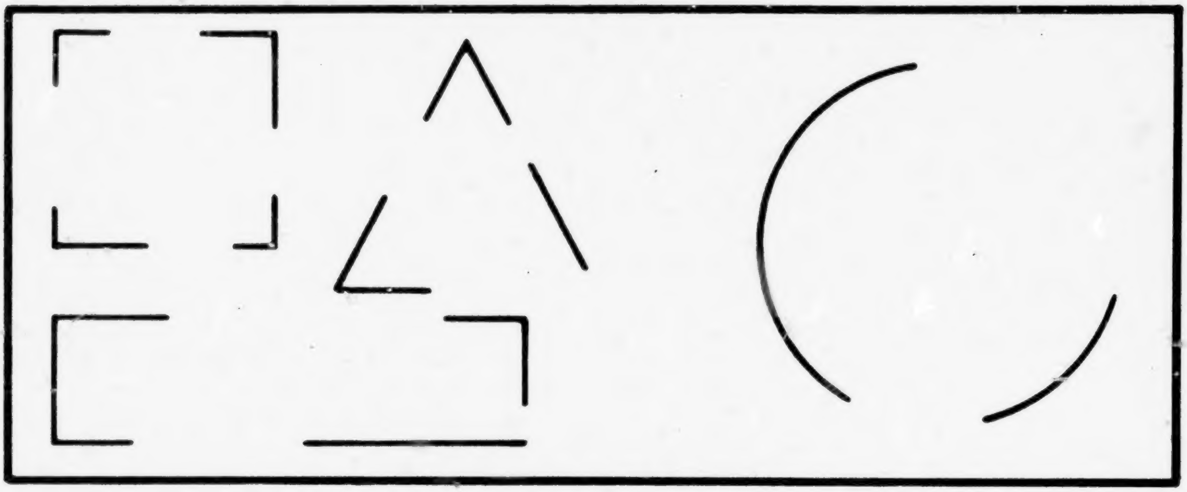
Name 2, 3, 4 or more shapes in sequence. Then hand picture representations of each named to the child so he can put them in order that he heard. Pictures must not be in the correct order when given to the child.

Kinesthetic Memory

WHAT'S IN THE BAG?

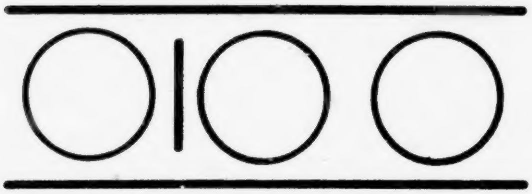
Put a circle, a square, a triangle and/or other shapes in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one that he thinks is the same as the one he had picked in the bag.

Find a picture of a shape and cut into sections. Show only a portion of the picture and have child identify the shape even though it is incomplete.

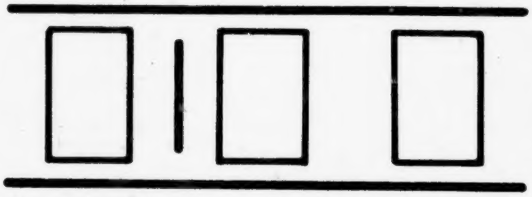


See appendix: Peabody Visual Closures Templates can be used over the Peabody Pictures of shapes.

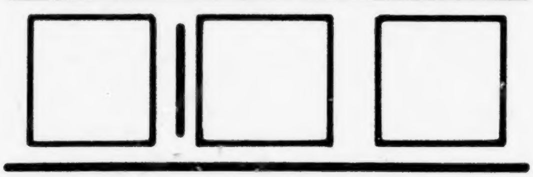
Use pictures of shapes. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.



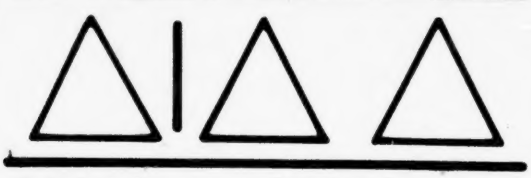
1 circle 2 circles



1 rectangle 2 rectangles



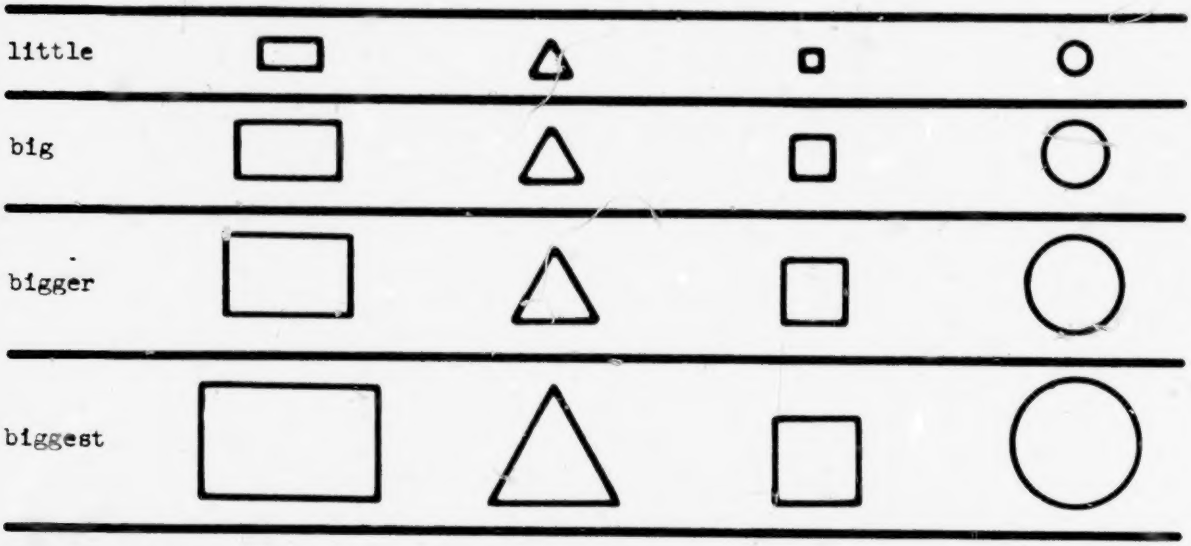
1 square 2 squares



1 triangle 2 triangles

Grammatic Closure

▶ Have the child look at the picture and repeat the comparative as set up in the sample below.



Sound Blending

▶ WHAT DID I SAY:
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of shapes.

___ircle	(circle)	tri___gle	(triangle)
squa___	(square)	rec___gle	(rectangle)
o___al	(oval)		

Auditory Closure

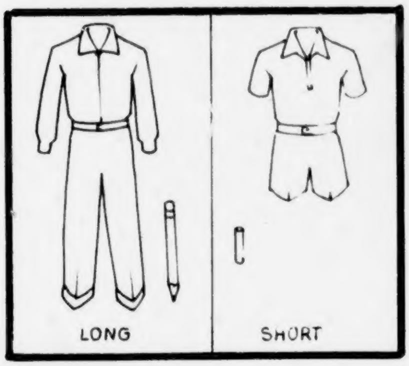
▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

tr-i-an-g-le	(triangle)	c-ir-c-le	(circle)
s-qu-are	(square)	r-ec-t-an-g-le	(rectangle)
o-v-al	(oval)		

LOOK & SEE - SIZE

Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.

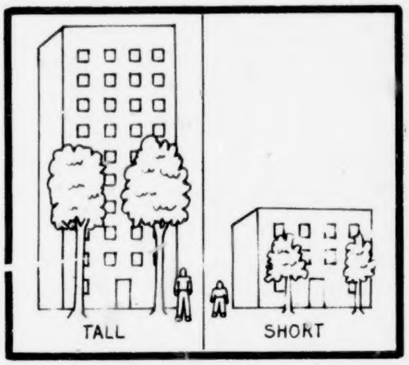


Example of finished sheet

Show the real objects and examples if possible. Showing the real items is most important. Have your child close his eyes so he can feel the difference in size.

LOOK & SEE - SIZE

Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.

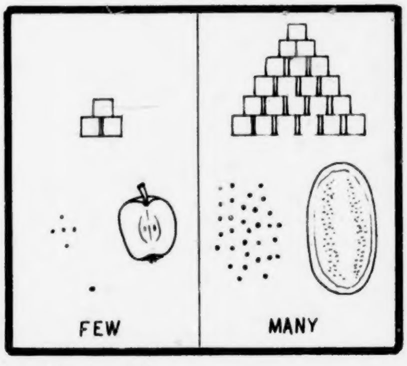


Example of finished sheet

Show the real objects and examples if possible. Showing the real items is most important. Have your child close his eyes so he can feel the difference in size.

LOOK & SEE - SIZE

Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.

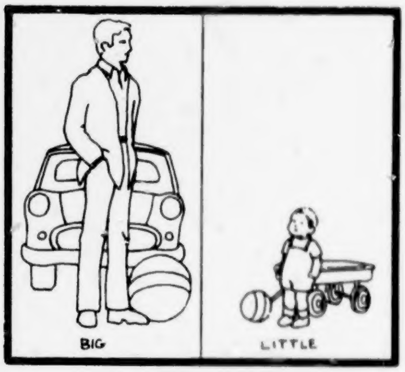


Example of finished sheet

Show the real objects and examples if possible. Showing the real items is most important.

(continued)

LOOK & SEE - HOW MANY
Help child find, cut out & paste pictures of groups of objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

Have the child answer "yes" or "no" to the following questions:

Is a fly bigger than a bird?
Is a penny more than a million dollars?
Is a library bigger than a book?
Is a brick bigger than a building?
Is a ship bigger than a canoe?
Is a tree bigger than a blade of grass?
Is an anthill bigger than a mountain?
Is a goldfish bigger than a whale?
Is an airplane bigger than a kite?
Is a thread bigger than a chain?
Is a minute longer than a day?
Is a rock bigger than a pebble?
Is a college bigger than a kindergarten?
Is a baby bigger than an old man?
Is an escalator bigger than a step ladder?
Is a fan bigger than a furnace?
Is a cup of water bigger than an ocean?
Is a mile longer than an inch?
Is a newsboy bigger than the president?
Is a lion bigger than a kitten?
Is a box bigger than a warehouse?
Is a river bigger than an ice cube?
Is a car bigger than a train?

▶ Read each set of words to the child. Say, "Let's compare! Which is bigger - tell me the one that is bigger - a mouse or an elephant."

a fly	a bird	kindergarten	college
a penny	a million dollars	a baby	an old man
a book	a library	a step ladder	an escalator in a building
a brick	a big building	a fan	a furnace
an ant hill	a mountain	a cup of water	an ocean
a canoe	a ship	an inch	a mile
a blade of grass	a tree	a newsboy	the president
a goldfish	a whale	a kitten	a lion
a kite	an airplane	a box	a warehouse
a thread	a chain	an ice cube	a river
a minute	a day	a car	a train
pebble	rocks		

▶ Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either a picture or an object and associate the correct picture or object with the correct response. Once he catches on, see if he can change some of the answers....."A can of peas/beans/corn," etc. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

A bowl of__________
A pile of__________
A pair of__________
A pound of__________
A drop of__________
A spoonful of__________
A lump of__________
A pail of__________
A cup of__________

A package of__________
A pitcher of__________
A loaf of__________
A load of__________
A bundle of__________
A can of__________
A dose of__________
A box of__________
A flake of__________

Manual Expression

Ask the child to use his body to demonstrate the following pairs of words. Use appropriate pictures if necessary.

Show me:

big..............little　　　long............short
tall.............short　　　fat.............thin (skinny)

Visual Memory

SIZE - LOOK AND REMEMBER
Place 2, 3 or more pictures on the table. The pictures should represent identical items except for size. Example: big & little ball, big & little blocks. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the big ball." If the child picks up the wrong picture, say, "You found the little ball, now find the big ball."

SIZE - WHICH IS MISSING?
Place 2, 3, 4 or more pictures or objects on the table. The objects and picture representations should be identical except for size. Example: big & little ball, big & little block. The child's ability determines the number used. The child closes his eyes and you remove one object or picture. He is to name the missing one.

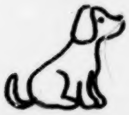
Visual Sequential Memory

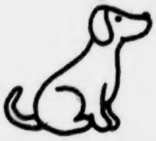
SIZE - MIX THEM-FIX THEM
Place 2, 3, or 4 pictures of the same item but of different size in a row on the table. Example: 3 different sized apples. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures by saying "big block, long block, little block" while the child is looking at them, this becomes an integrated auditory and visual memory task.

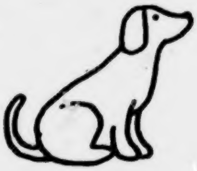
WHAT'S IN THE BAG?

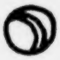
Put pairs of identical objects but different sizes in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one that he thinks is the same as the one he had picked in the bag. Suggested items: big & little balls, short & long pencils, fat & thin sticks.

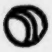
Have the child look at the picture and repeat the comparative as set up in the sample below.


big

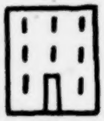

bigger

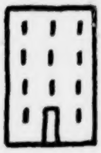

biggest

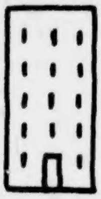

small

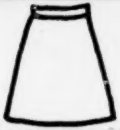

smaller

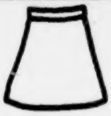
smallest

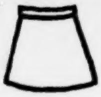

tall


taller

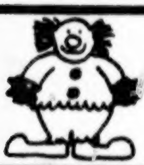

tallest


short

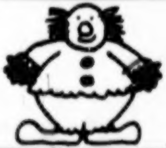

shorter


shortest

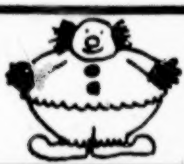
(continued)



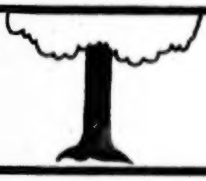
fat



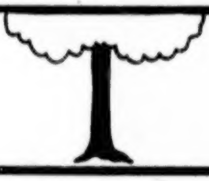
fatter



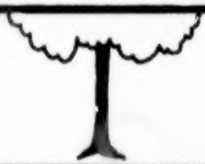
fattest



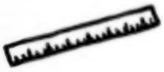
thin



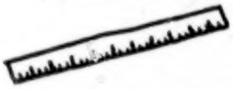
thinner



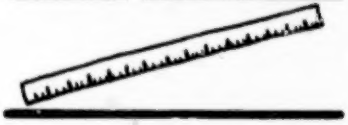
thinnest



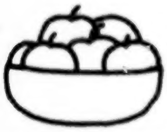
long



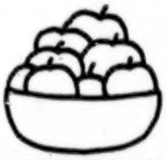
longer



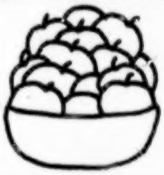
longest



many



more



most

Conjugate the following verbs. Have child repeat the correct verb forms.

to learn to weigh to measure

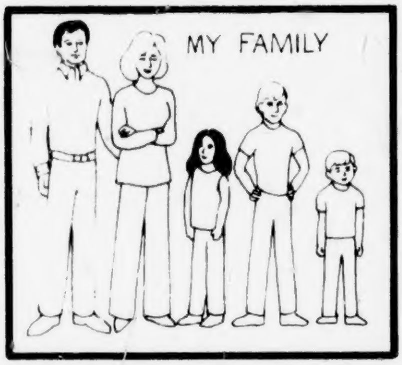
Example:

Present	Past	Future
Singular	Singular	Singular
I learn	I learned	I will learn
You learn	You learned	You will learn
He, she, it learns	he, she, it learned	he, she, it will learn
Plural	Plural	Plural
We learn	We learned	We will learn
You learn	You learned	You will learn
They learn	They learned	They will learn

Family

Visual Reception

Help child find, cut out & paste pictures that best represent members of his family, including the child, on a piece of paper.



Example of finished sheet

Label mother, father, sister (sister's name), brother, (brother's name). Have your child count the members in the family by touching each one as he counts. Use the sentence: "There are four people in the family."

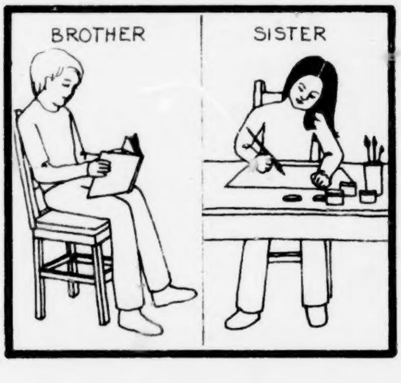
Auditory Reception

Have the child answer "yes" or "no" to the following questions:

Is father a woman?
Do brothers wear dresses?
Do girls grow up to be women?
Do boys grow up to be men?
Does mother wear a suit & tie?
Is the man in the family the husband?
Is an uncle a lady?
Is a grandfather a man?
Is the man in the family the wife?

Visual Association

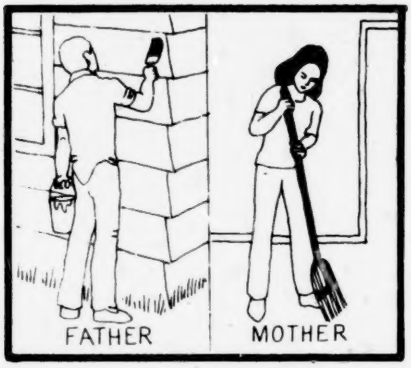
Help child find, cut out & paste pictures of activities and jobs brother(s) and sister(s) might do at home, at play or at school.



Example of finished sheet

Visual Association

Help child find, cut out & paste on a large paper divided and labeled as shown, pictures of activities the mother and father might do at home or at work.



Example of finished sheet

Auditory Association
Opposites and Analogies

Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

boy is to brother
as girl is to (sister)

man is to woman
as grandfather is to (grandmother)

man is to husband
as woman is to (wife)

man is to uncle
as woman is to (aunt)

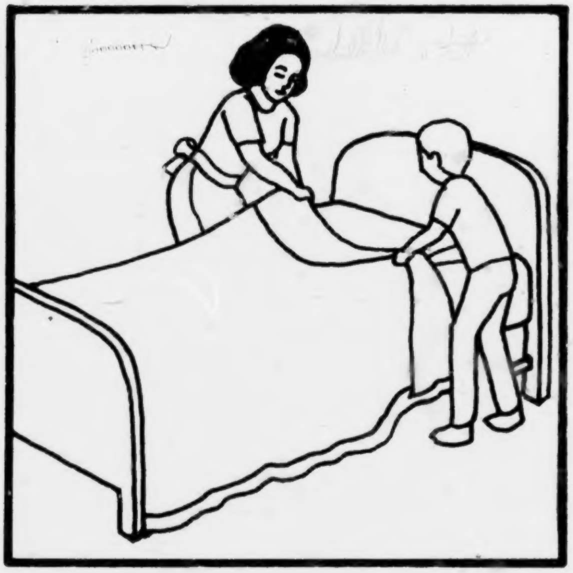
man is to father
as woman is to (mother)

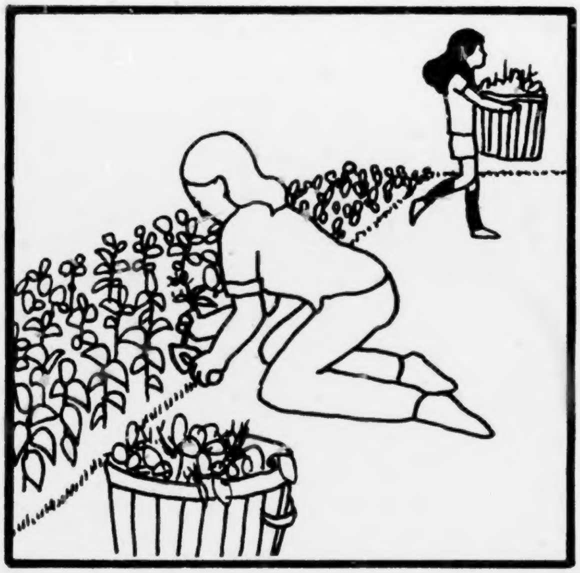
Read one of the words in each pair and have the child supply the correct opposite.

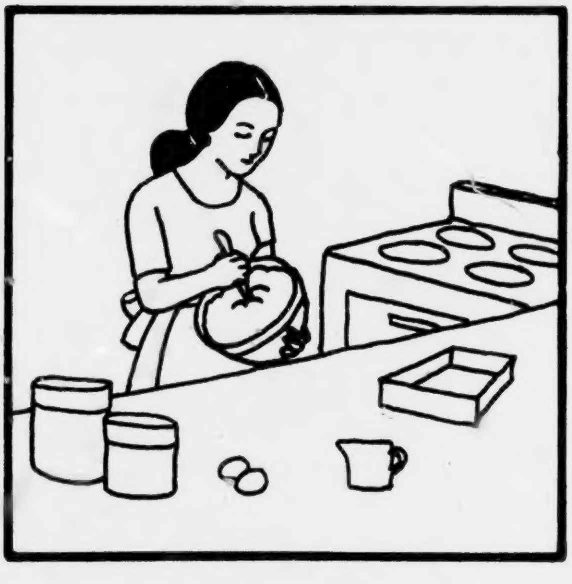
boy - girl
brother - sister
man - woman
father - mother
uncle - aunt
grandfather - grandmother
husband - wife

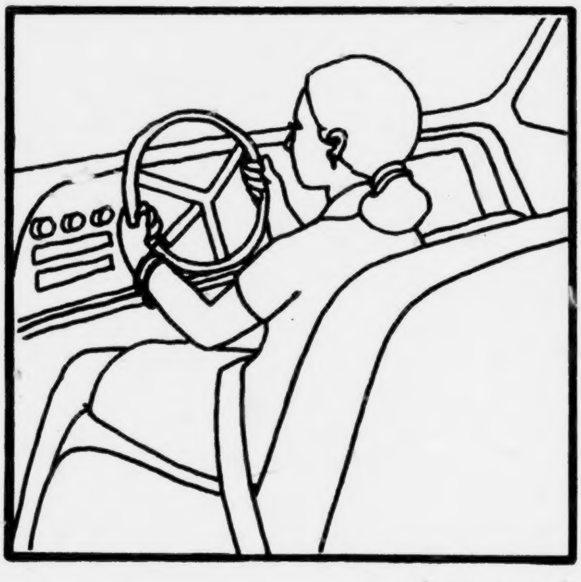
▶ Use pictures of family members; present one picture at a time and have the child tell everything he can about the picture presented.

Discuss the pictures by asking what is happening and why, what the person is doing and why. Direct the child's attention to the different aspects of the pictures, asking appropriate questions and relating them to the child's family.

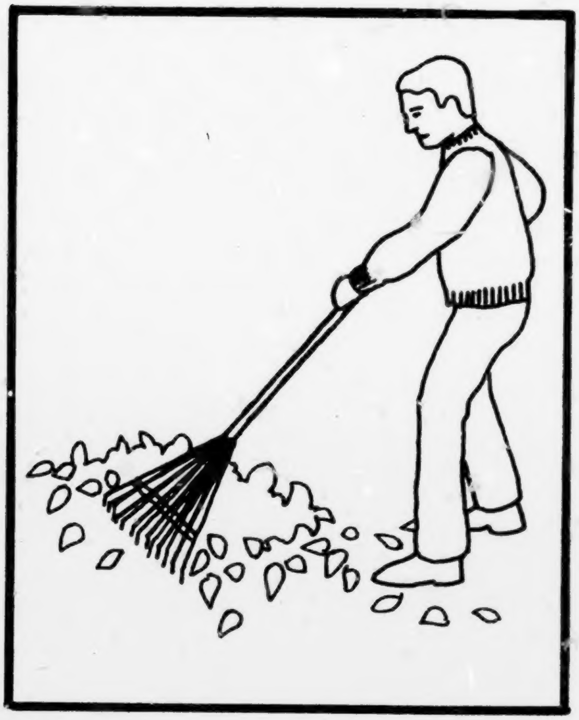


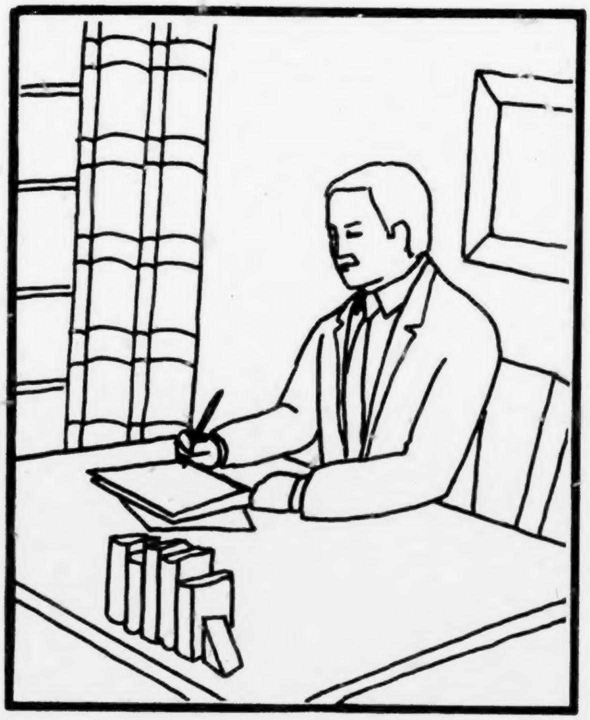


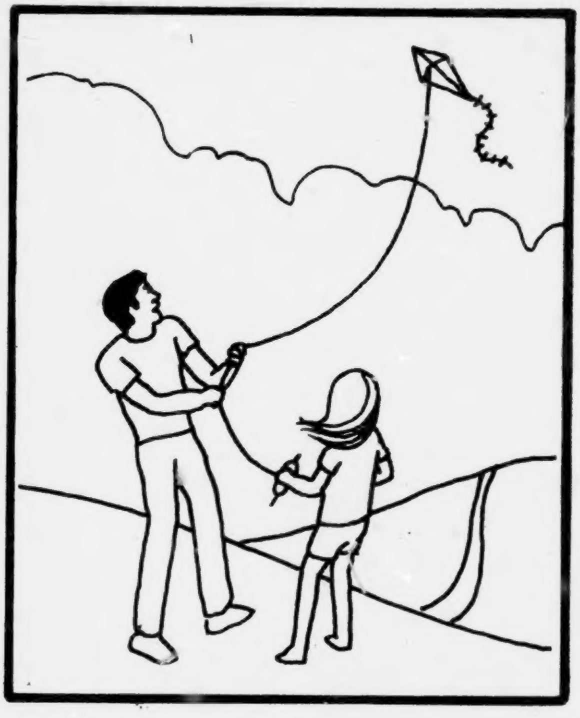


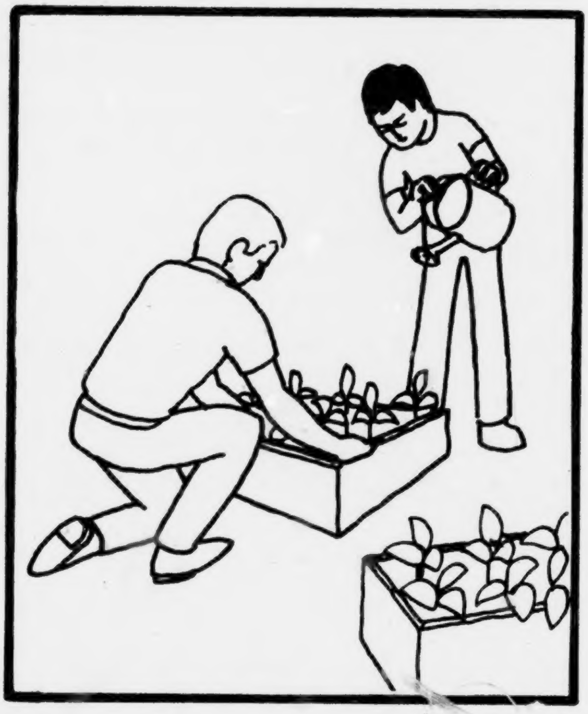


(continued)

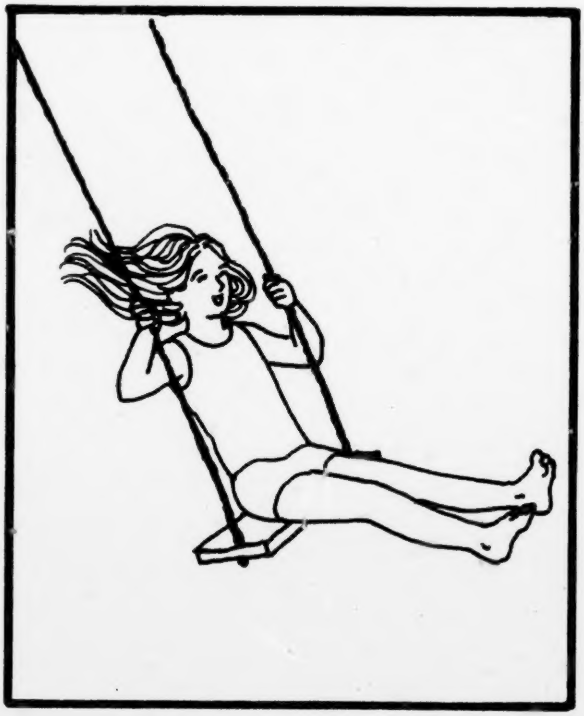


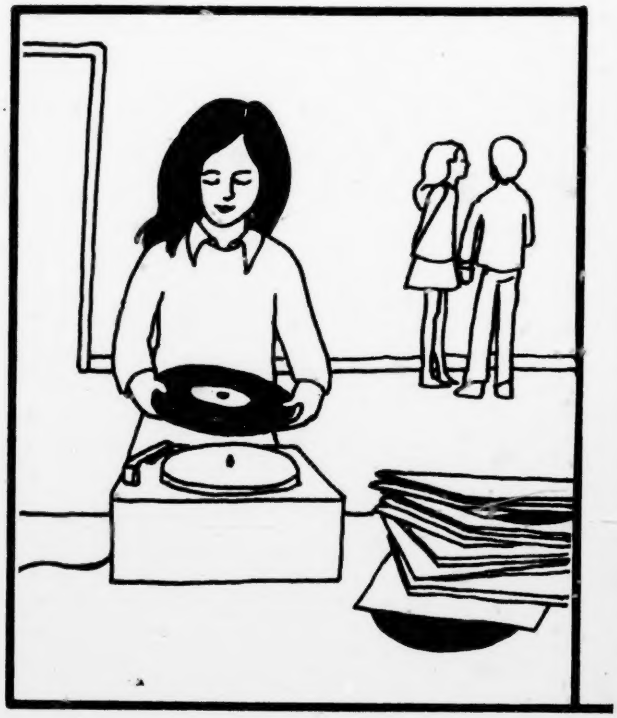


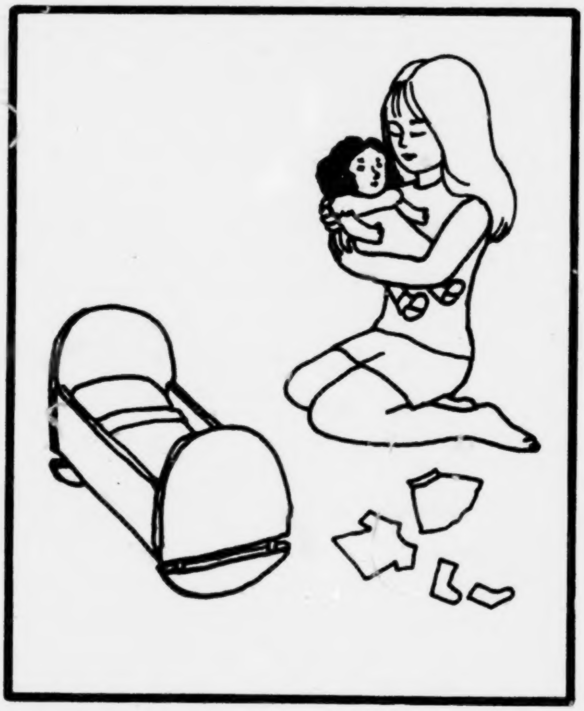


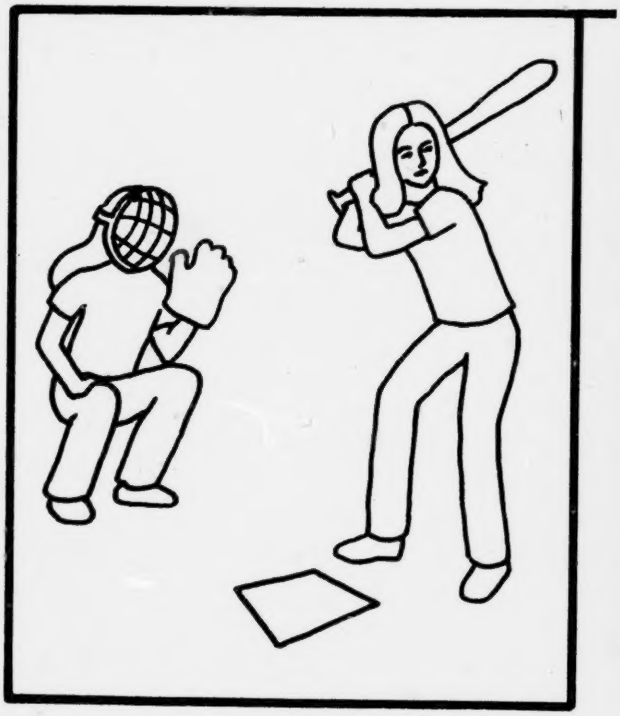


(continued)

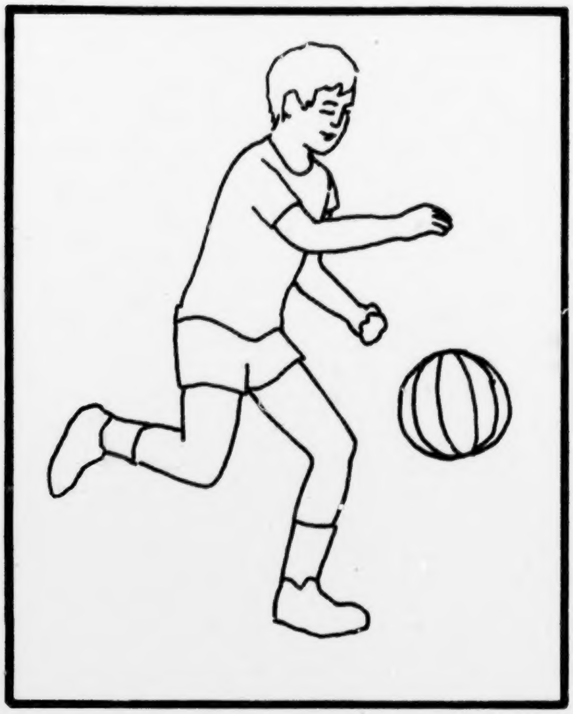


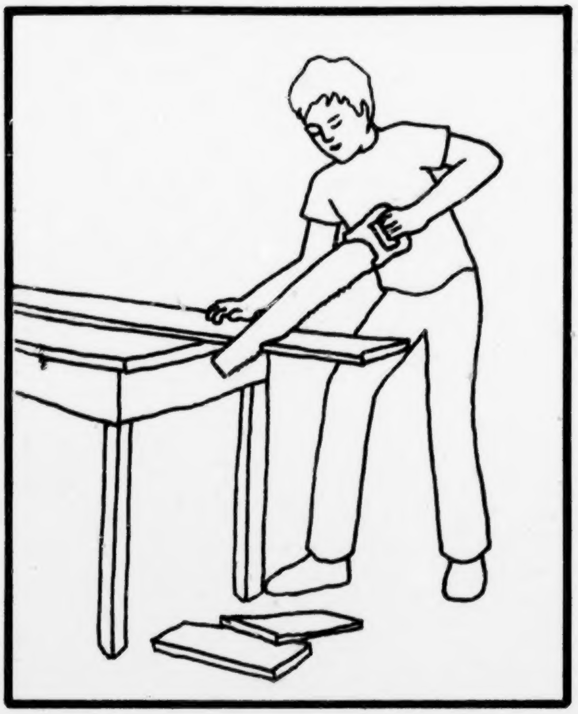


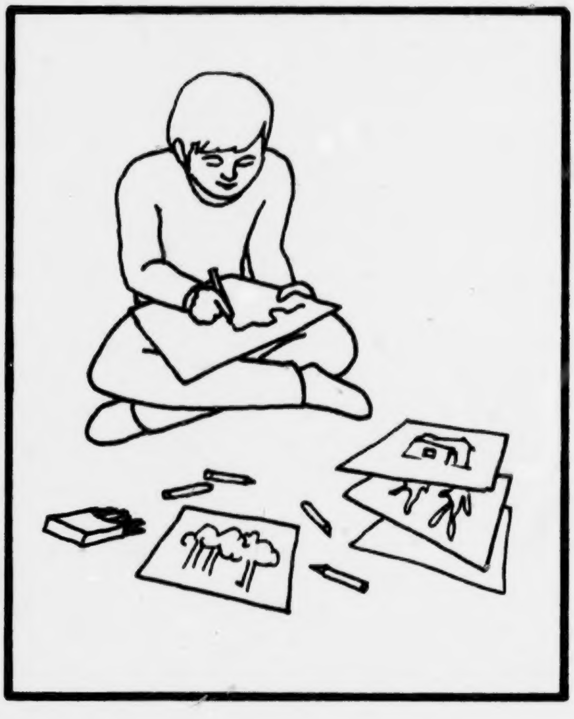


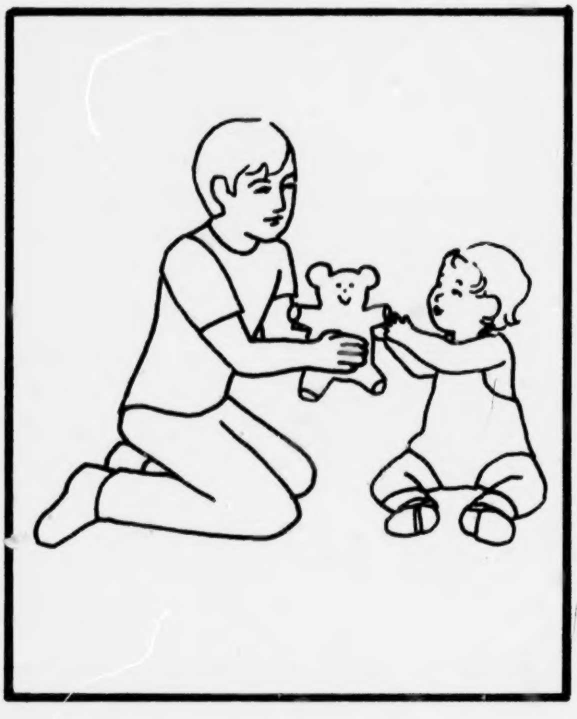


(continued)



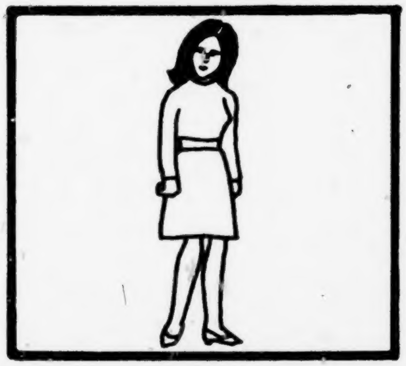






Verbal Expression

Use pictures of family members. Present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name......mother, mommy - also Mrs. Jones, Betty, (honey)
Sex......female, lady, woman
Description......color of hair, eyes, skin, tall, short, etc.
What she does......takes care of me, teaches school, cooks, writes books, letters, likes to listen to music, takes care of baby, drives the car, works in the bank, etc.

Manual Expression

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me how daddy uses a lawn mower.
Show me how mother fixes dinner.
Show me how daddy shaves his face.
Show me how daddy combs his beard.
Show me what brother does with shoes and socks.

Show me how sister uses a book.
Show me how mother goes to work.
Show me how brother plays baseball.
Show me how sister plays with paints.
Show me how daddy helps mother.

Visual Memory

LOOK AND REMEMBER

Place 2, 3, or more pictures of the family on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the mother." If the child picks up the wrong picture, say, "You found the sister, now find the mother."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of the family on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

MIX THEM-FIX THEM
Place 2, 3 or 4 pictures of the family in a row on the table. The child's ability determines the number. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

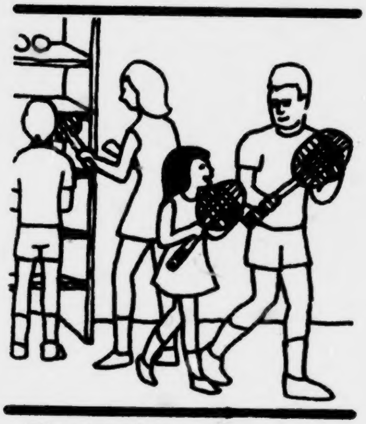
Auditory Sequential Memory

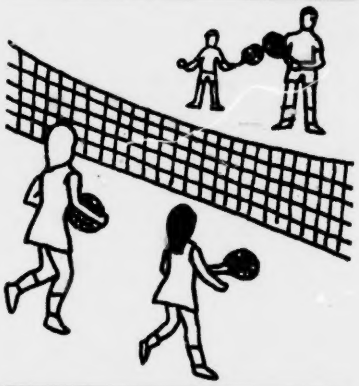
WHAT DID YOU HEAR?
Name 2, 3, 4 or more family members in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

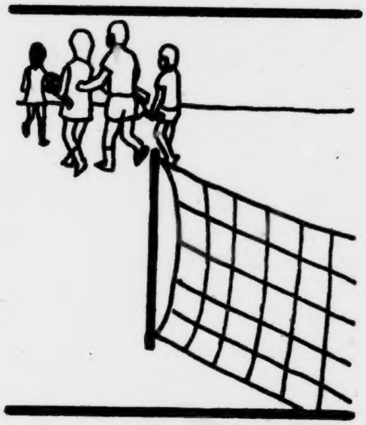
Name 2, 3, 4 or more family members in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

Grammatic Closure

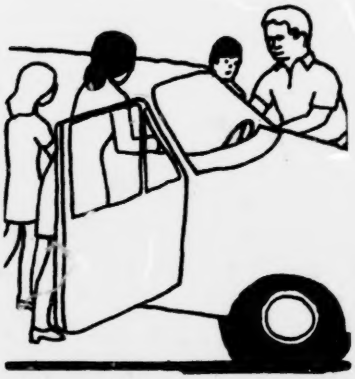
Have child listen to the first sentence and complete the sentences with the appropriate word.

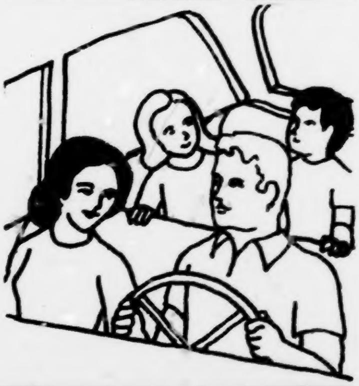

The family is getting ready to play.

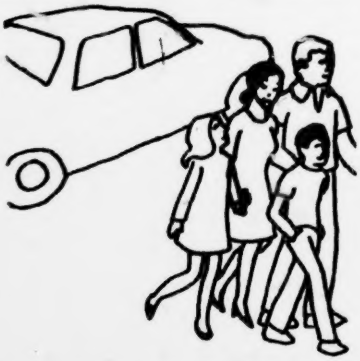

The family is__(playing).

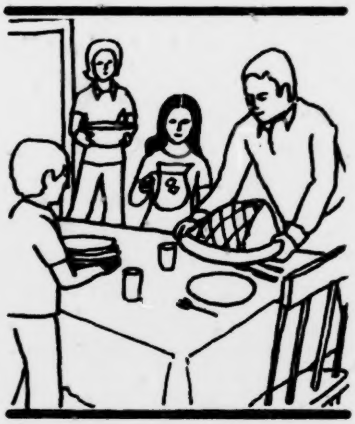

The family__(played).

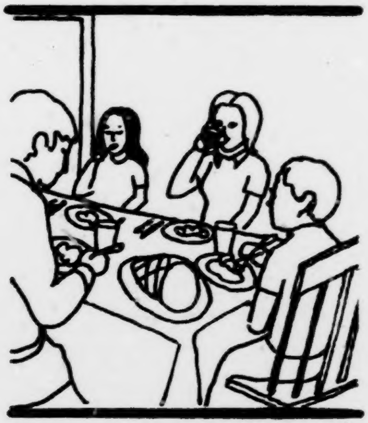
(continued)

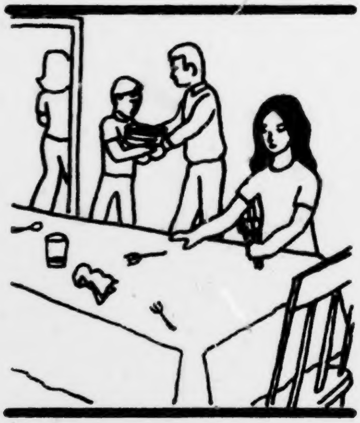

The family wants to ride

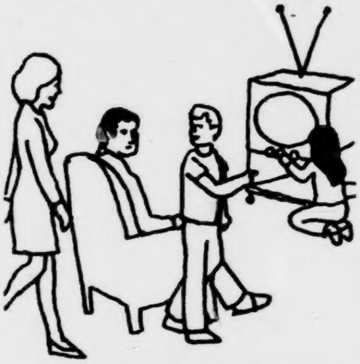

The family is (riding).

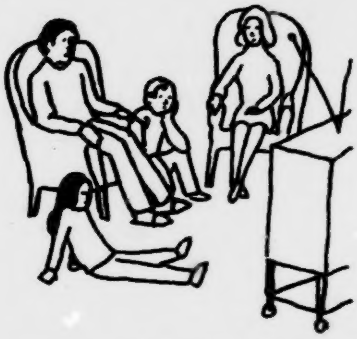

The family (rode) .

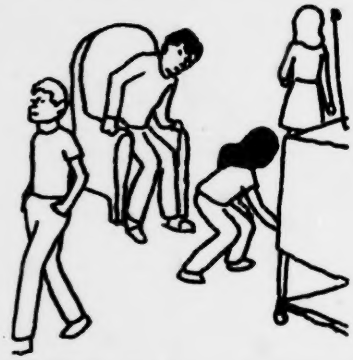

The family wants to eat.


The family is (eating) .


The family (ate) .


The family is going to watch T.V.


The family is (watching) T.V.


The family (watched) T.V.

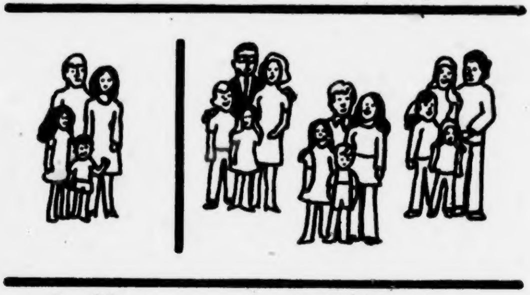
Conjugate the following verbs. Have child repeat the correct verb forms.

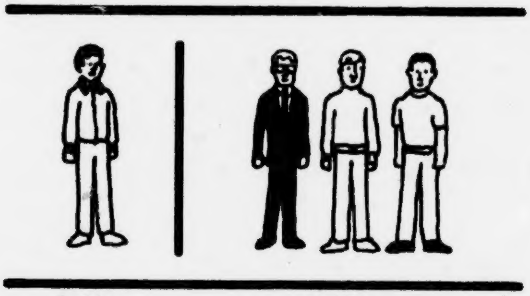
to help
to love
to share
to do
to belong
to take care of

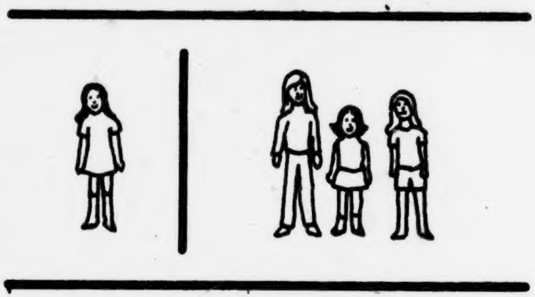
Example:

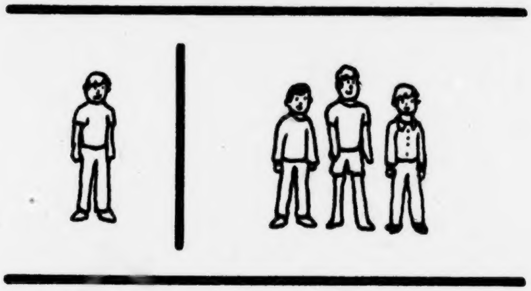
Present	Past	Future
Singular	Singular	Singular
I help	I helped	I will help
You help	You helped	You will help
He, she, it helps	He, she it helped	He, she, it will help
Plural	Plural	Plural
We help	We helped	We will help
You help	You helped	You will help
They help	They helped	They will help

Use pictures of the family; arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of word.

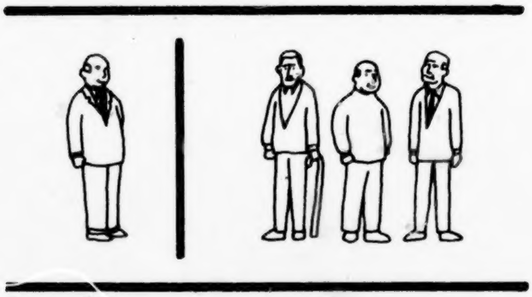

family families


father fathers


sister sisters

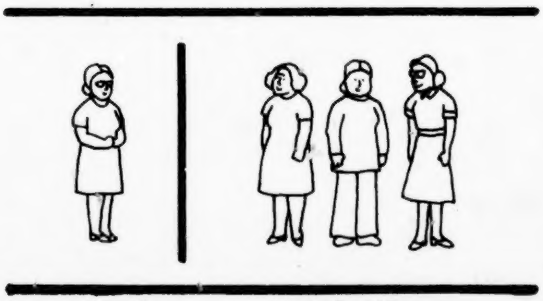

brother brothers

(continued)



grandpa
grandfather

grandpas
grandfathers



grandmother

grandmothers

WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

mo___er	(mother)	sis___er	(sister)
gran___pa	(grandpa)	bro___er	(brother)
ne___ew	(nephew)	___andma	(grandma)
fa___er	(father)	cous___	(cousin)

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word, correctly blending the sounds together.

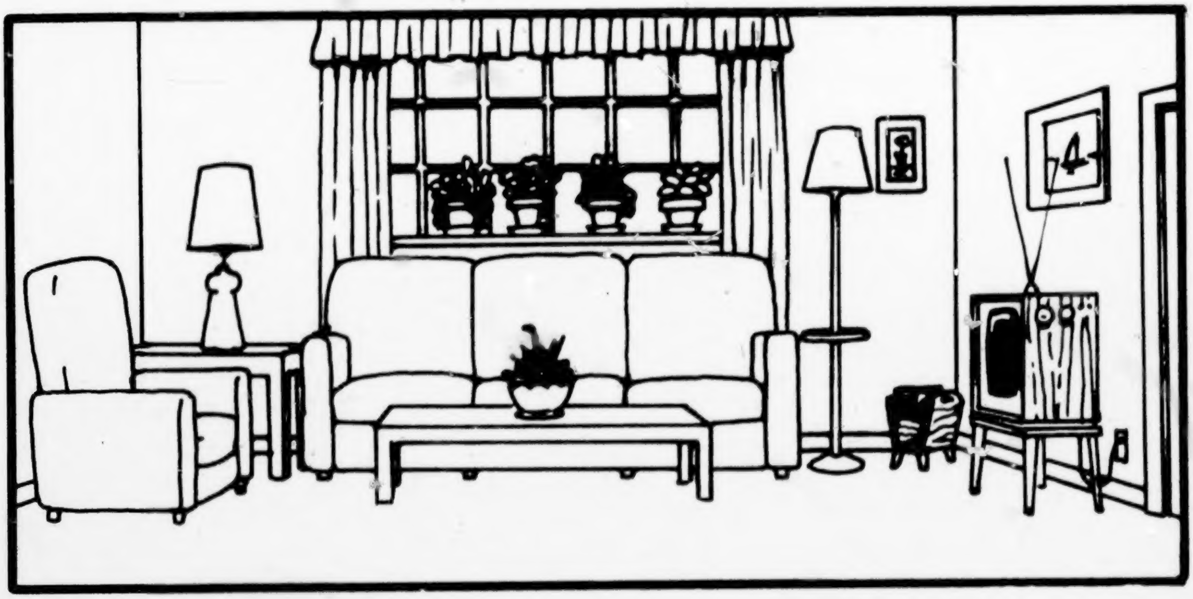
If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

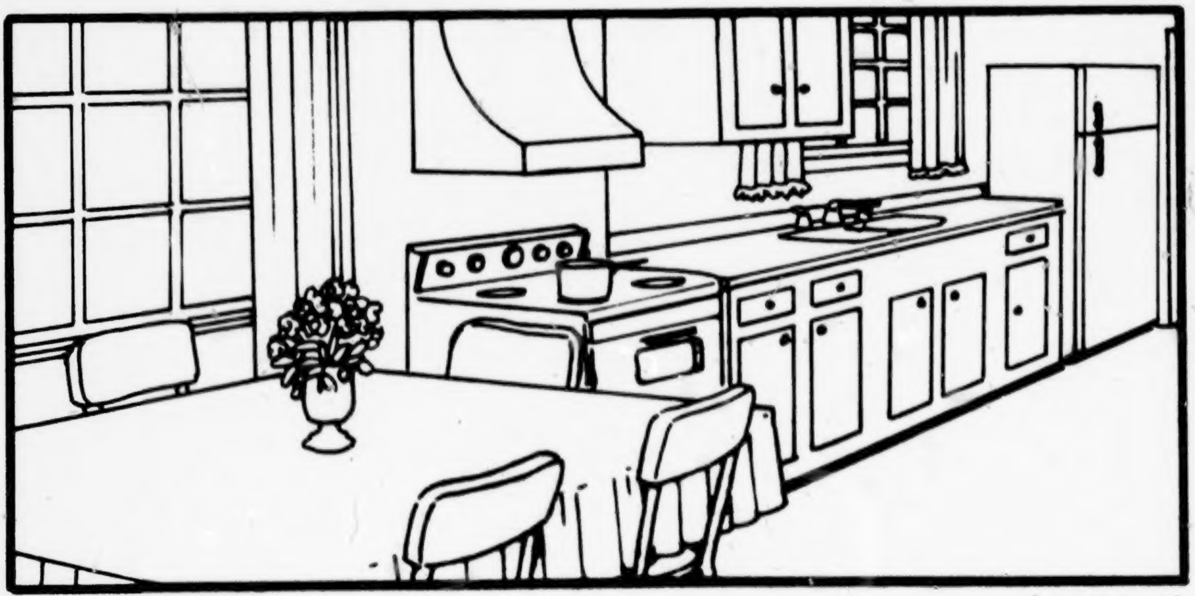
m___o___th___er
br___o___th___er
s___i___s___ter
au___n___t
u___n___c___le
gr___an___d___ma

gr___an___d___pa
n___ie___ce
n___e___ph___ew
c___ou___s___in
f___a___th___er

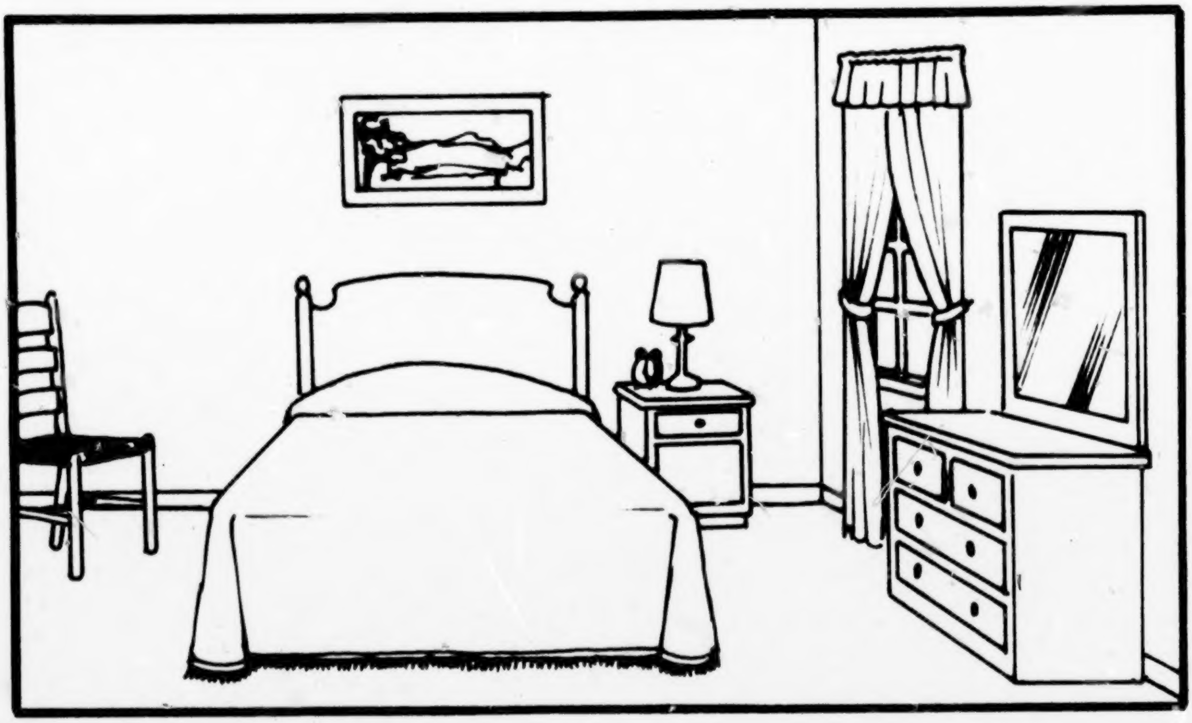
▶ ROOMS IN A HOUSE
Use pictures as shown; simply identify & label the different furniture & machines.

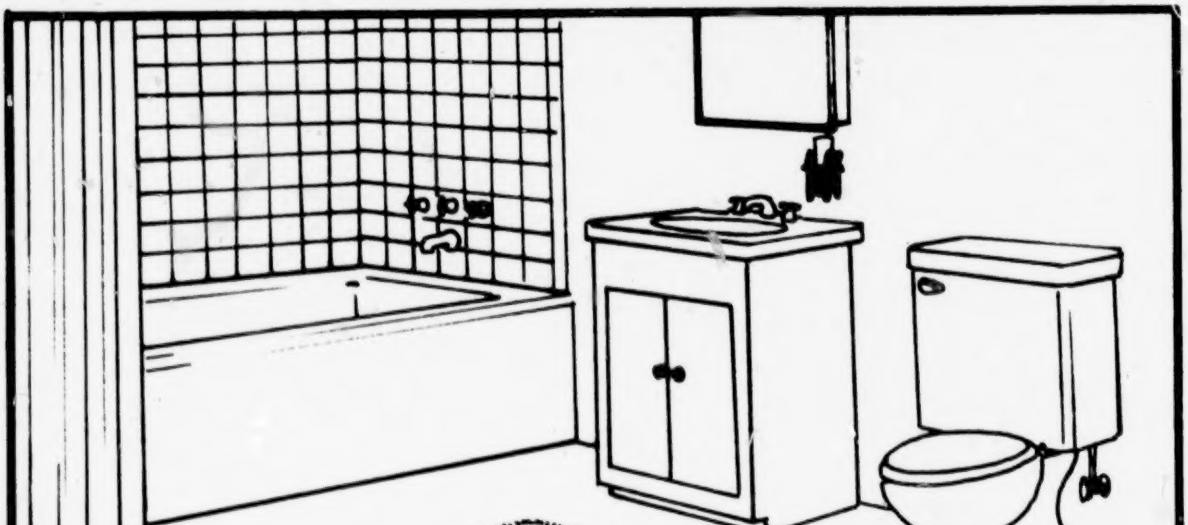
Discuss the furniture and machines by asking the label, category, color, size, shape, how many, what they are for and what they do, how things go together, etc.





(continued)

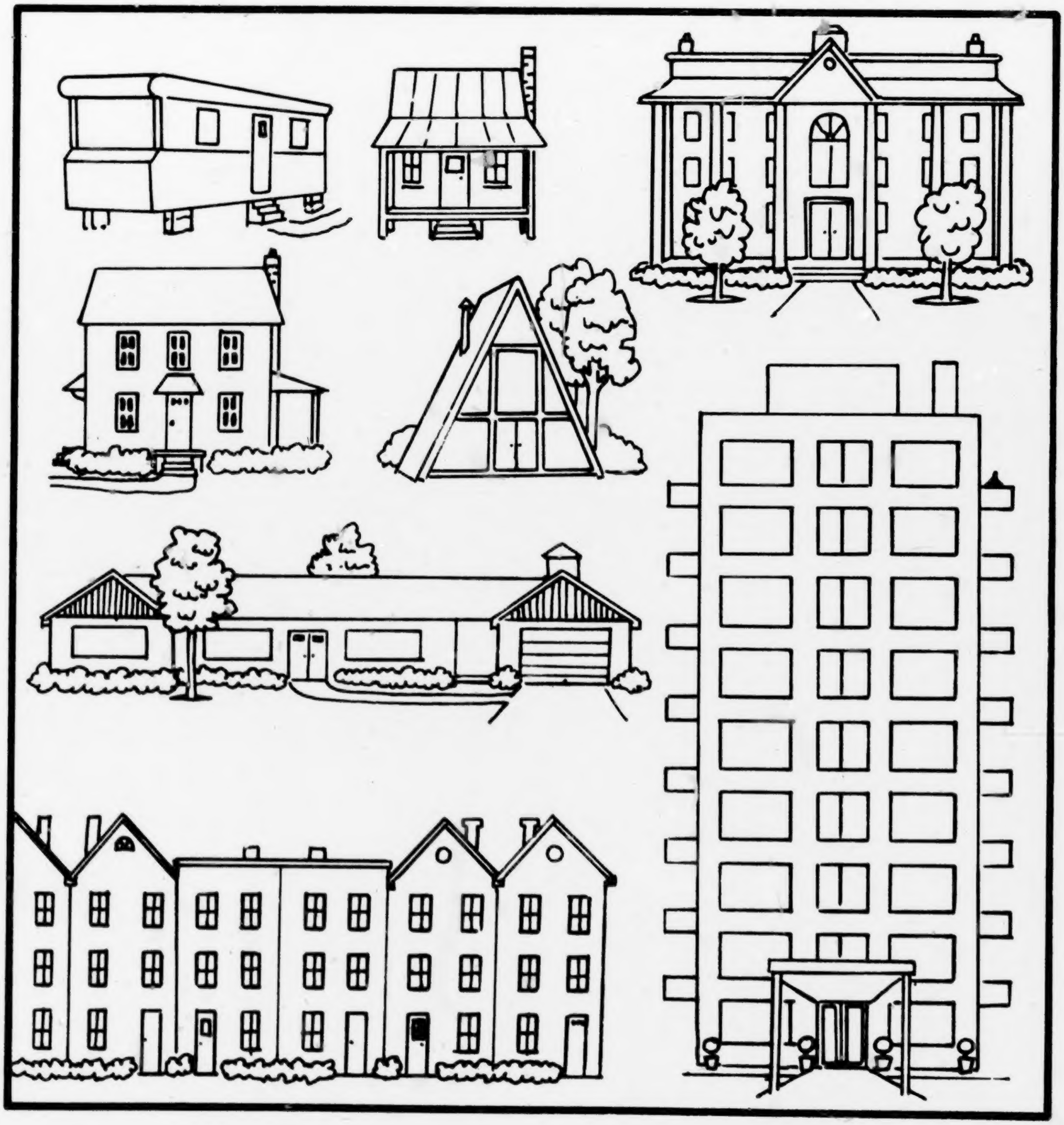




(continued)

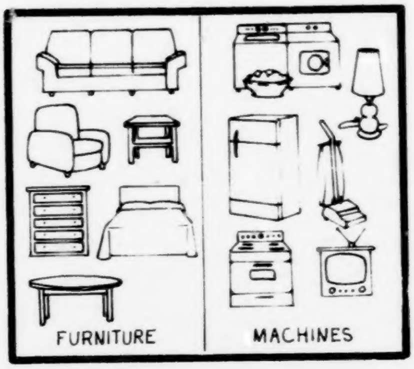
▶ Use pictures as shown; simply identify & label the different houses and homes.

Discuss the houses and homes by asking where you would find them, (city, country, etc.), how they are different & how they are the same (noting size, material, etc.)



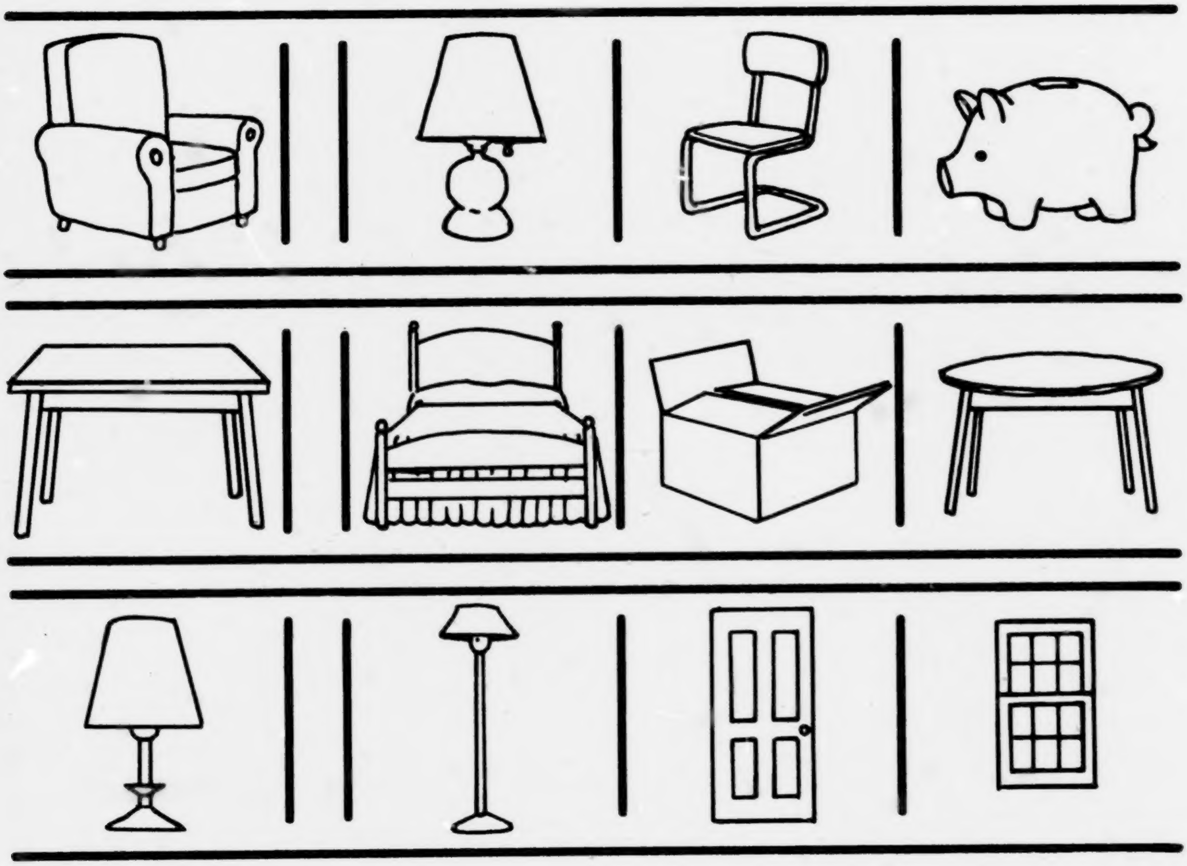
FURNITURE AND MACHINES

Help child find, cut out, & paste pictures of furniture and machines on a large piece of paper divided & labeled as shown.

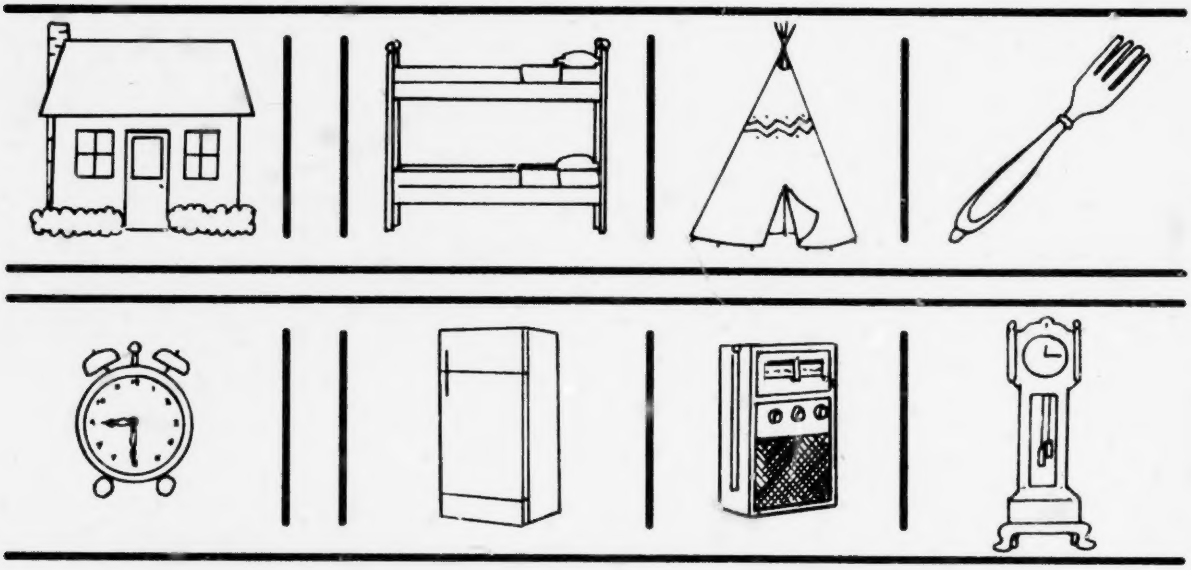


Example of finished sheet

Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.



Visual Reception



Auditory Reception

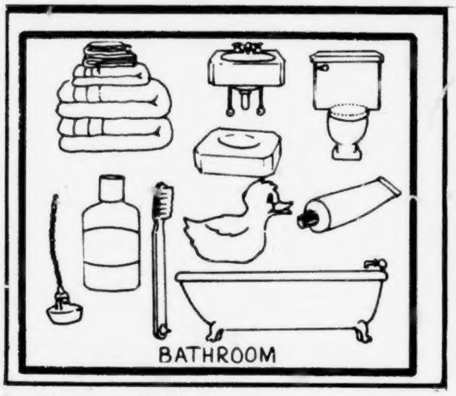
Have the child answer "yes" or "no" to the following questions:

Do houses have feet?
Do doors open?
Do vacuums clean?
Do windows have glass?
Do lawnmowers cut?
Do tables talk?
Do washers clean?
Do floors walk?

Do beds play?
Do kitchens have dishes?
Do bathrooms have sinks?
Do stoves heat?
Do living rooms sing?
Do rugs cover?
Do machines help with work?
Do refrigerators cool?

Visual Association
Verbal Expression

BATHROOM
Help child find, cut out and paste pictures of a bathroom and things and equipment that are found in a bathroom on a large sheet of paper.

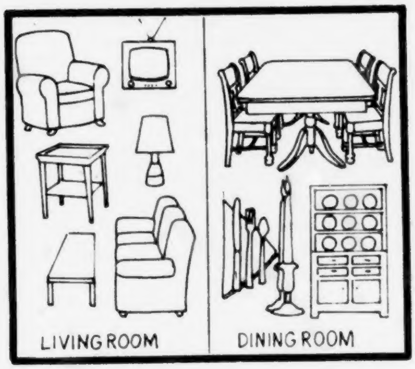


Example of finished sheet

Discuss the picture by asking the name and use of each item and fixture.

(continued)

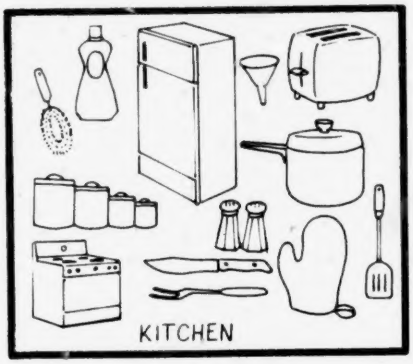
LIVING ROOM & DINING ROOM
Help child find, cut out and paste pictures of furniture and objects that are found in the living room and dining room on a large sheet of paper.



Example of finished sheet

Discuss the pictures by asking the name and use of each item.

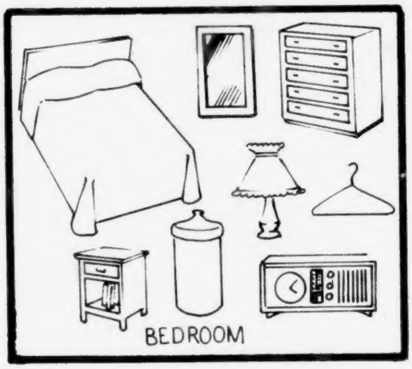
KITCHEN
Help child find, cut out and paste pictures of a kitchen and things that are found in a kitchen, (furniture, machines, objects, etc.) on a large sheet of paper.



Example of finished sheet

Discuss the pictures by asking the name of each item, the use of each, which helps with work, which are hot or cold, etc.

BEDROOM
Help child find, cut out and paste pictures of objects and furniture that you would find in a bedroom, on a large piece of paper.



Example of finished sheet

Discuss the pictures by asking the name and use of each item.

Have child listen to the sentences & complete the sentence with appropriate word.

Cooked food is to the stove
As frozen food is to the _(freezer)_.

We walk through doorways;
we look through _(windows)_.

In front of my house is the street;
in back of my house is the _(yard)_.

The bed is to sleep on;
the chair is to _(sit on)_.

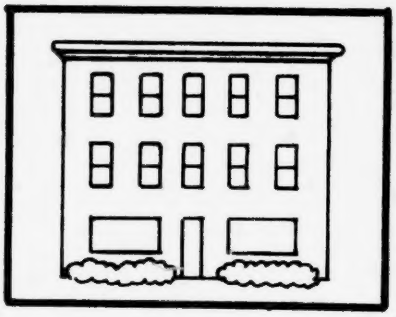
Paint can cover walls;
carpets can cover _(floors)_.

Stove belongs in the kitchen;
beds belong in the _(bedroom)_.

Kitchen knives cut meat;
lawnmowers cut _(grass)_.

Cows live in the barn;
people live in _(houses)_.

Use pictures of a house or household items; present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......building
Color......white, blue
Shape......doors are rectangles, windows are rectangles, squares
Composition......brick, wood, stone
Function......give shelter, provide a place for people to live
Major parts......doors, windows, roof, walls
Numerosity......12 windows, 3 doors, 1 chimney
Other Characteristics......big, tall, wide, upstairs, downstairs
Comparisons & Associations......filled with rooms, is not as big as an apartment house, Indians live in teepees not houses, some houses are attached to each other.

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me what you can do with. . . . .

a bed
a window
a chair
a floor
a door
a toaster
a vacuum
a lawn mower

Visual Memory

▼

LOOK AND REMEMBER

Place 2, 3, or more pictures of household items on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down; then say, "Find the table." If the child picks up the wrong picture, say, "You found the chair, now find the table."

▼

WHICH IS MISSING?

Place 2, 3, 4, or more pictures of household items on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

▼

MIX THEM - FIX THEM

Place 2, 3, or 4 pictures of household items in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

▼

WHAT DID YOU HEAR?

Name 2, 3, 4, or more rooms or household items in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

Name 2, 3, 4, or more rooms or household items in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

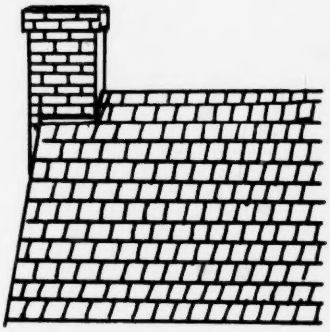
Kinesthetic Memory

▼

WHAT'S IN THE BAG?

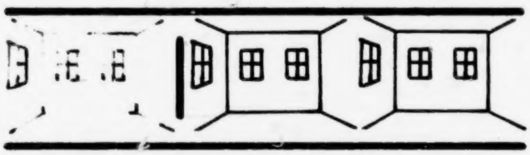
Put household objects and small doll house furniture in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one he had picked in the bag.

Find a picture of a house or furniture and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.

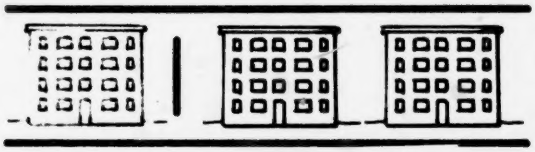


See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of houses and furniture.

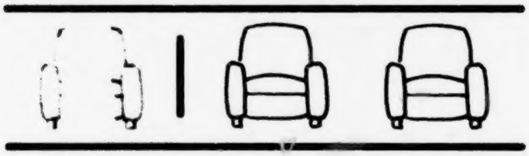
Use pictures of household objects & homes. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of the word.



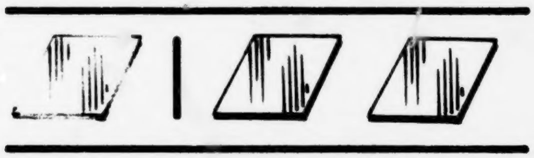
room rooms



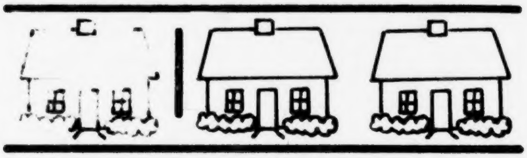
apartment apartments



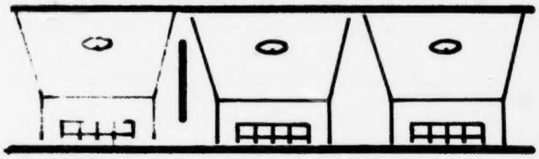
chair chairs



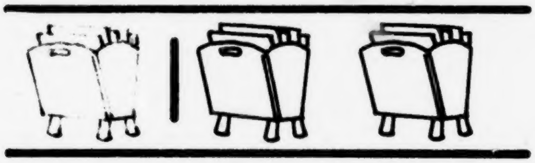
a pane of glass panes of glass



house houses

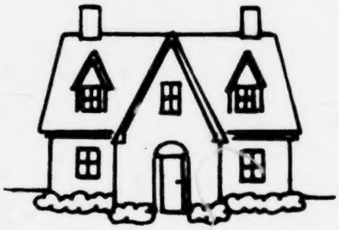


ceiling ceilings

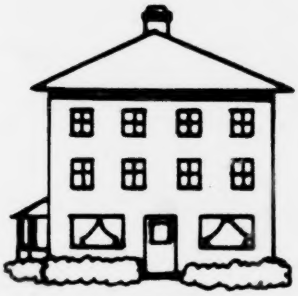


a piece of furniture pieces of furniture

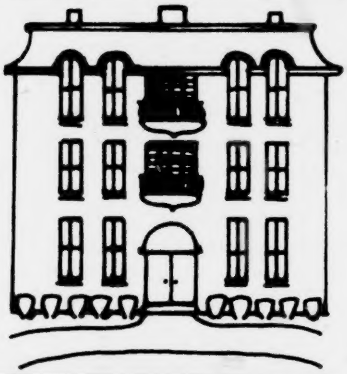
Use pictures of houses. Have the child look at the picture and repeat the comparative as set up in the sample.



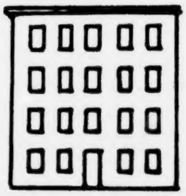
big



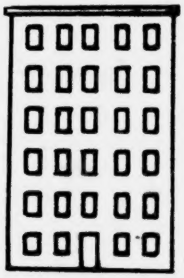
bigger



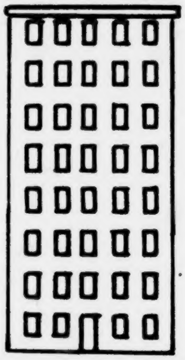
biggest



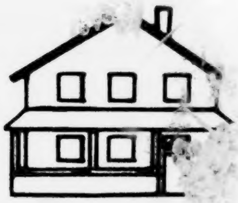
tall



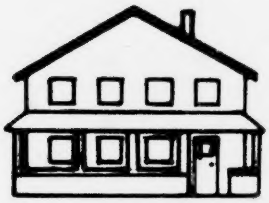
taller



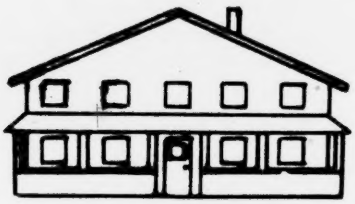
tallest



wide



wider



widest

▶ Conjugate the following verbs. Have child repeat the correct verb forms.

to live	to sleep	to move

Example:

Present	Past	Future
Singular	**Singular**	**Singular**
I live	I lived	I will live
You live	You lived	You will live
He, she, it lives	He, she, it lived	He, she, it will live
Plural	**Plural**	**Plural**
We live	We lived	We will live
You live	You lived	You will live
They live	They lived	They will live

▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word, correctly blending sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

fl___oo___r
t___oa___st___er
ta___ble
h___ou___se
a___par___t___me___n___t
l___aw___n___m___ow___er
f___ur___ni___ture
d___oo___r

r___oo___f
ch___i___m___ney
fr___ee___z___er
ch___air
b___e___d
w___in___d___ow
b___ed___r___oo___m
k___i___tch___en

Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

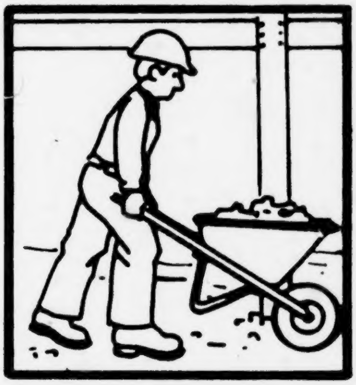
___able (table)
hou___ (house)
floo___ (floor)
wi___dow (window)
fur___ture (furniture)
chi___ney (chimney)
___reezer (freezer)

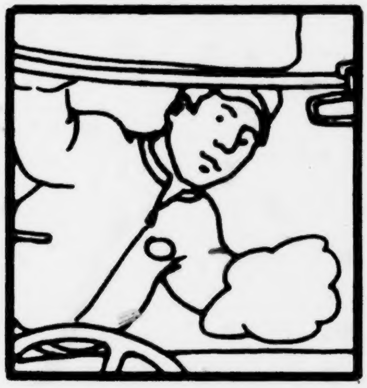
lawn___ower (lawnmower)
chai___ (chair)
toa___ter (toaster)
apar___ent (apartment)
be___oom (bedroom)
kitch___ (kitchen)

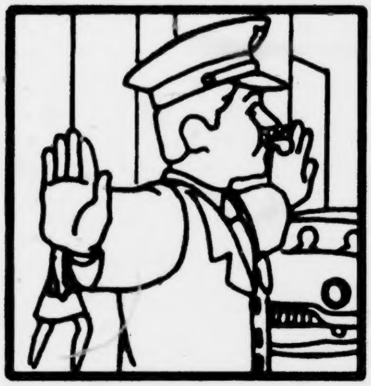
Community Helpers

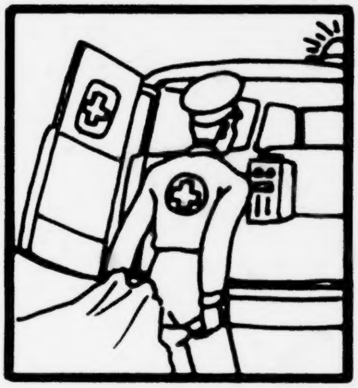
Use pictures as shown, simply identify & label the different community helpers.

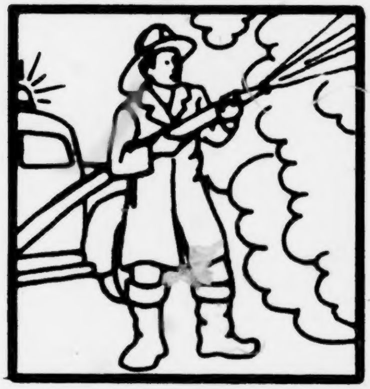
Discuss the pictures by asking what each community helper is doing in the picture; what does each use to do his job and how does he help people?

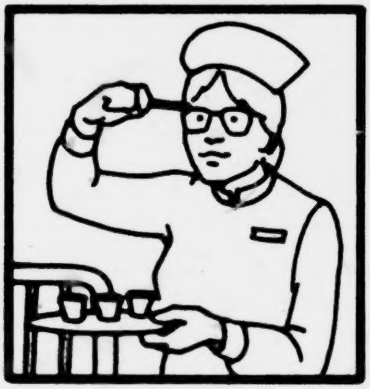


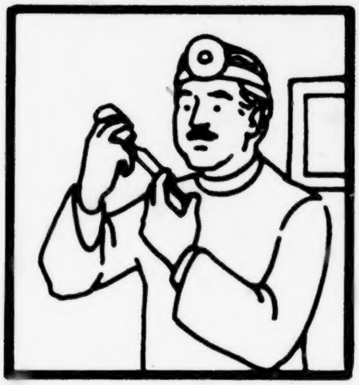


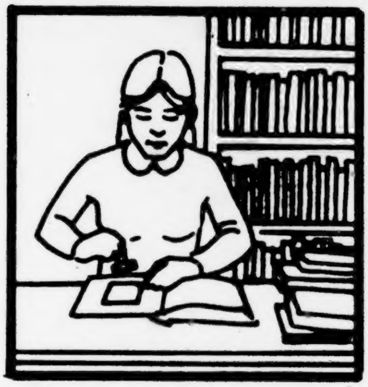


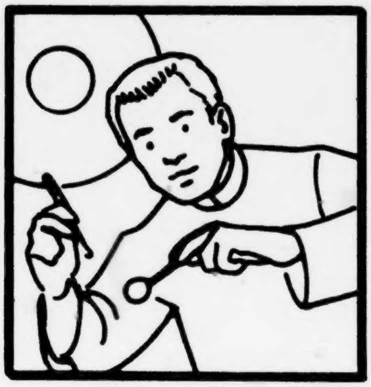




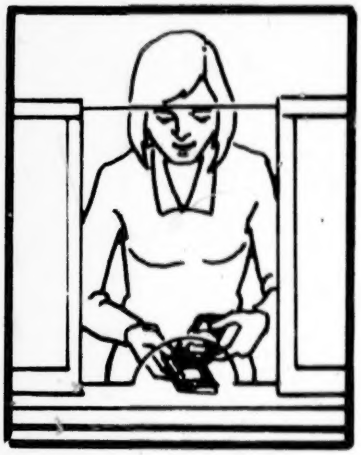


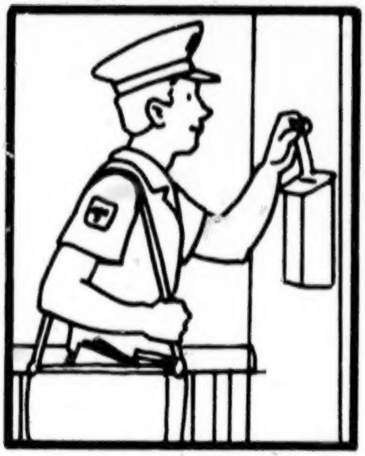


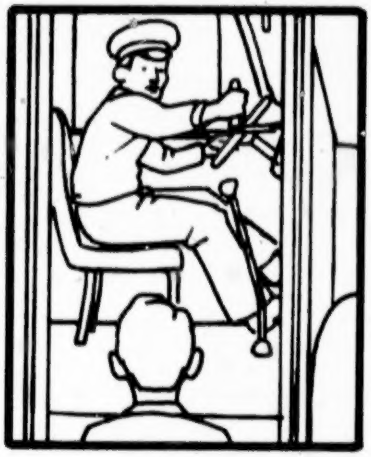


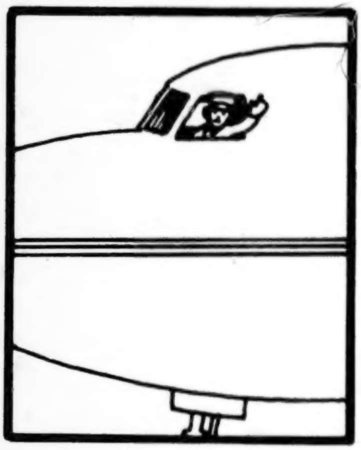


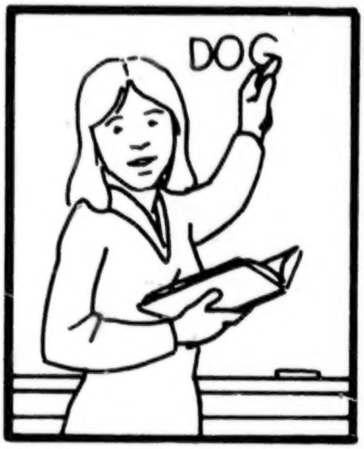
(continued)

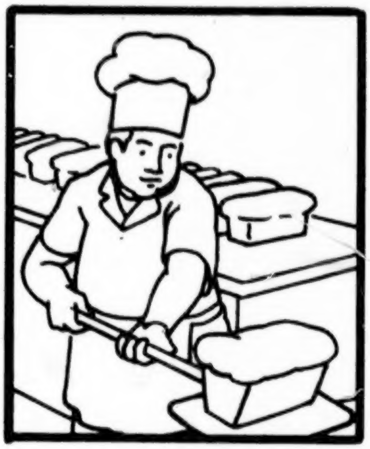


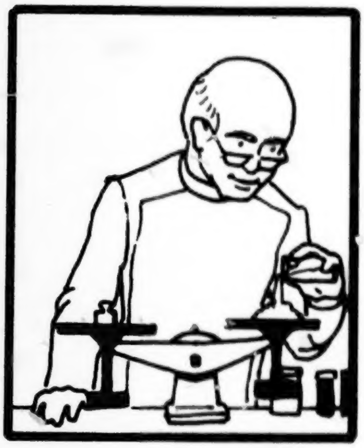


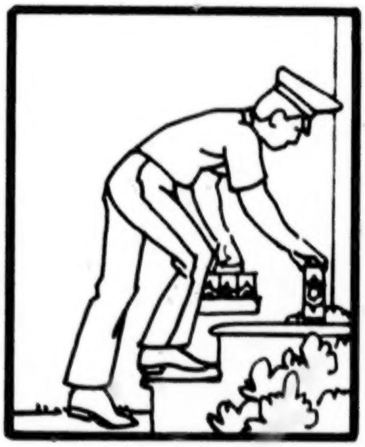


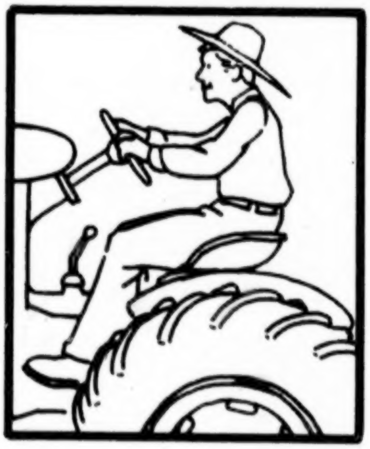












(continued)

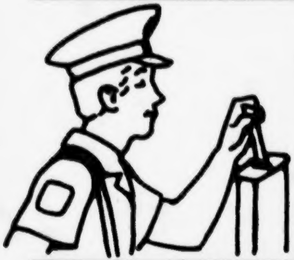
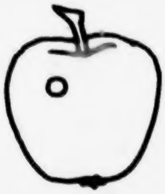
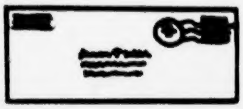
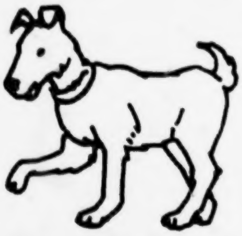
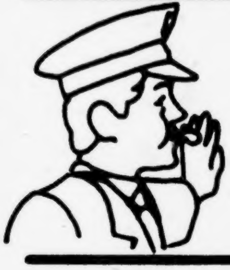
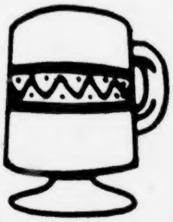
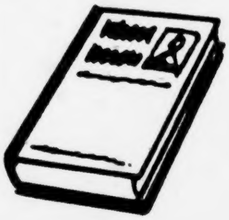
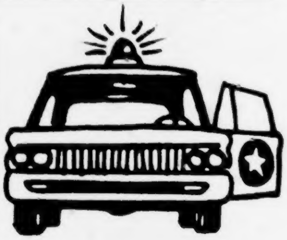
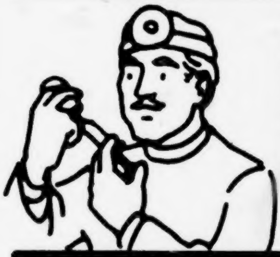
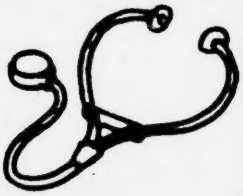
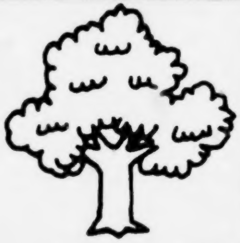
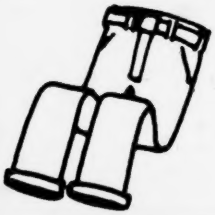
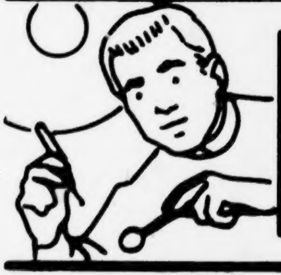
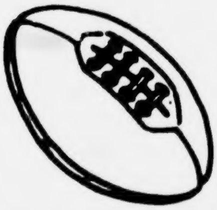
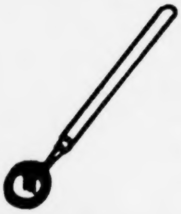
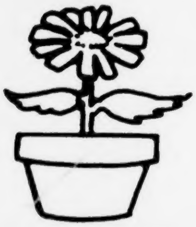
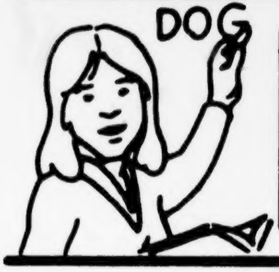
▶ Have the child answer "yes" or "no" to the following questions:

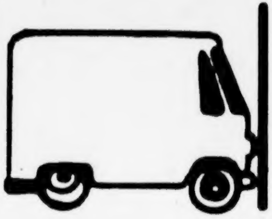
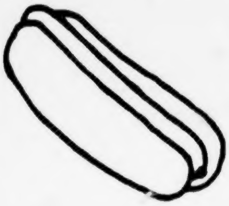
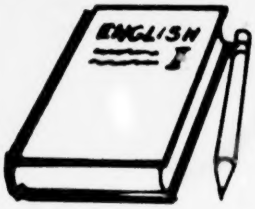
Does the farmer grow food for us to eat?
Does the mailman bring us food?
When you have a toothache, do you visit the librarian?
If you go to a restaurant, does the waitress or waiter help (serve) you?
When you go to the doctor, do you see a nurse there,too?
Does the fireman take care of the zoo animals all the time?
Does the barber cut your hair for you?
Does the farmer fill up your car with gasoline?
Does the policeman take care of us?
Does the milkman bring us cheese, butter, eggs or milk?
When we go to the library, does a nice librarian help us?
Does the saleslady take our money when we buy something in the store?
Did the baker bring us the mail this morning?
Does the doctor make good bread to eat?
Does the druggist fix our medicine for us in the drugstore?
Do trashmen help us keep our homes and streets clean?
Does the conductor take our tickets on the train?
Do teachers help us in school?
Does the engineer make the train go?

▶ Have the child answer "yes" or "no" to the following questions:

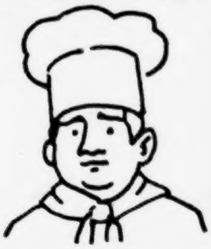
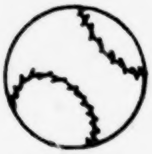
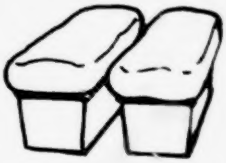
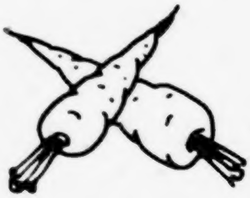
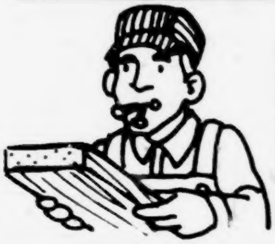
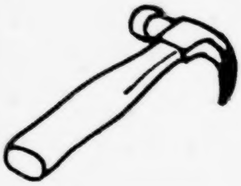
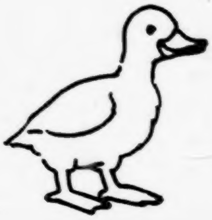
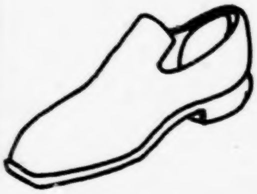
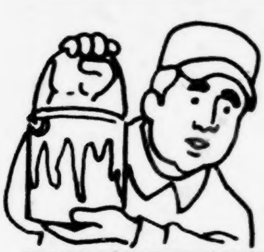
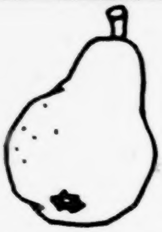
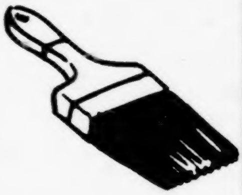
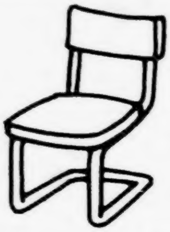
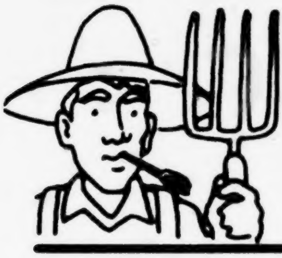
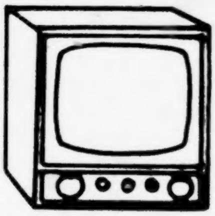
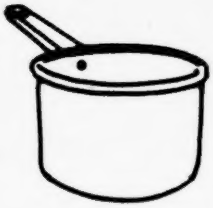
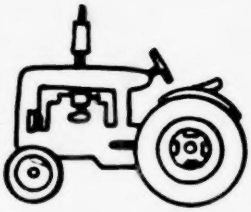
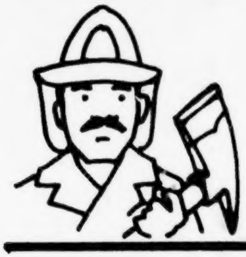
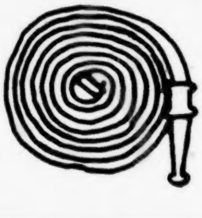
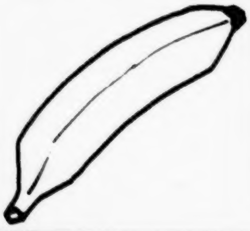
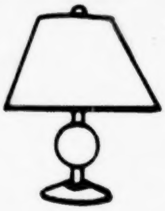
Do construction men get paid?
Is sawing wood hard work?
Do dogs drive motor buggies?
Do men who pour cement need muscles?
Does milk come out of a cement truck?
Is concrete made of feathers?
Can you saw wood with a candy cane?
Do the hard hats keep your head safe?
Are concrete blocks made of marshmallows?
Do you need to know how to drive to use a motor buggy?
Is cement wet?
Do you wear a hard hat on your shoulder?
Does a time card show how long you worked?
Is concrete dry?
Are nails made to eat?

Arrange pictures as shown. Ask, 'Which picture goes with the first one?"

(continued)

▶ Read each riddle to the child and ask the questions, "Who am I? What do I do?"

If after two tries you do not get an appropriate response, use pictures of the community helpers and associate the correct picture with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

I grow food for people to eat.
I also keep animals that give us milk, eggs and meat.
Who am I? What do I do?

I deliver letters and packages to your home.
I come when it is sunny, snowy, or in a rainstorm.
Who am I? What do I do?

You visit me when you are sick and sometimes so you won't get sick.
I work at the hospital or at my office.
Who am I? What do I do?

I direct traffic and help people across busy streets. I help lost children find their way home. My job is to keep your town and you safe.
Who am I? What do I do?

I clean your teeth and fix them when they need it. I always say,"Brush your teeth three times a day."
Who am I? What do I do?

I rush right over in a big car with a siren whenever there is an accident or when someone gets very sick. Then off to the hospital I drive.
Who am I? What do I do?

I come in a red truck with hook, ladder and hoses. My truck blasts its siren as I rush to the fire. My job is to put out fires.
Who am I? What do I do?

You see me at school where you learn and you play. I use books, paper, chalk and pencils most of the day. My job is to teach.
Who am I? What do I do?

I fly an airplane, and it is my job to take people to different places and back.
Who am I? What do I do?

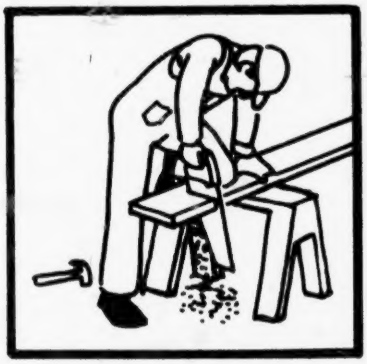
(continued)

I get up very early and mix flour, sugar, eggs and other things together; then pop them into the oven. I make breads, cakes, cookies, pies, doughnuts and other good things to take to the stores so you can buy them and eat them.
Who am I? What do I do?

I also get up very early and go to the dairy where I get bottles and cartons of milk. Then I put them in my truck and off I go to deliver the milk to your home or to the store.
Who am I? What do I do?

I work at the drugstore and fix the medicine your doctor wants you to take.
Who am I? What do I do?

▶ Use pictures of community helpers Present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group......carpenter - builder
Color......description of men & clothes, uniform
Function......builds houses, buildings, works with wood, repairs things, fixes things
Comparisons & Associations......uses hammer, nails, hand saw, planes (other wood tools) work with wood, etc.

▶ Have child listen to the sentence and complete the sentence with an appropriate word.

A policeman can_________.
A policeman can_________.
A policeman cannot_________.

A baker can_________.
A baker can_________.
A baker cannot_________.

A mailman can_________.
A mailman can_________.
A mailman cannot_________.

A fireman can_________.
A fireman can_________.
A fireman cannot_________.

(continued)

Verbal Expression

A carpenter can_________.
A carpenter can_________.
A carpenter cannot_________.

A doctor can_________.
A doctor can_________.
A doctor cannot_________.

A saleslady can_________.
A saleslady can_________.
A saleslady cannot_________.

A dentist can_________.
A dentist can_________.
A dentist cannot_________.

Manual Expression

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me...................."

what a carpenter does with a hammer;
how a doctor uses a tongue depressor;
what a barber does;
how a painter uses paint & a brush;
how a policeman directs traffic;
how a teacher uses a book;
how a fireman uses a ladder.

Visual Memory

LOOK AND REMEMBER

Place 2, 3, or more pictures of community helpers on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the fireman." If the child picks up the wrong picture, say, "You found the mailman, now find the fireman."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of community helpers on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Seq. Memory

MIX THEM - FIX THEM

Place 2, 3, or 4 pictures of community helpers in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the community helper while the child is looking at the picture, this becomes an integrated auditory and visual memory task.

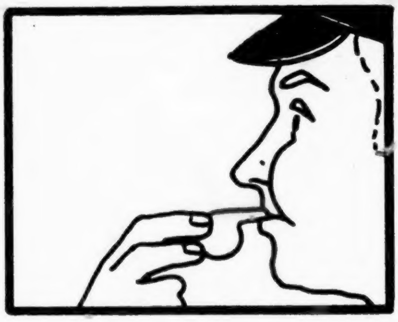
Auditory Sequential Memory

WHAT DID YOU HEAR?
Name 2, 3, 4 or more community helpers in sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

Name 2, 3, 4 or more community helpers in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

Visual Closure

Find a picture of a community helper and cut into sections. Show only a portion of the picture and have child identify the person even though it is incomplete.



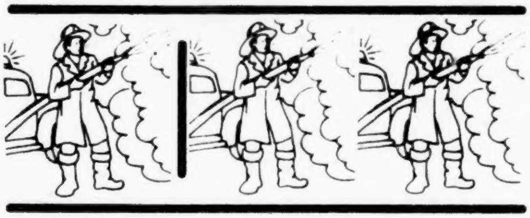
See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of Community Helpers.

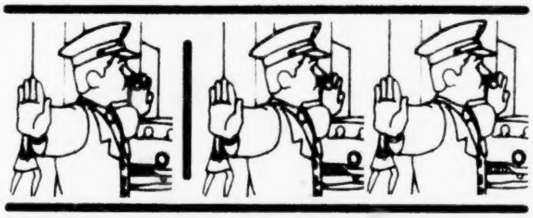
Grammatic Closure

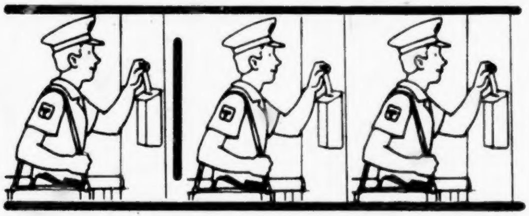
Conjugate the following verbs. Have child repeat the correct verb forms.

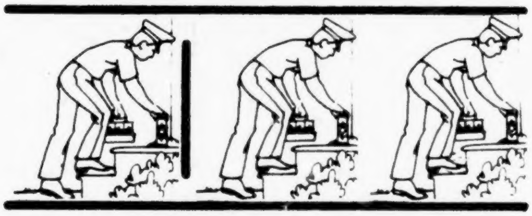
	to do	to plan	to work
Example:	Present	Past	Future
	Singular	Singular	Singular
	I do	I did	I will do
	You do	You did	You will do
	He, she, it does	He, she, it did	He, she, it will do
	Plural	Plural	Plural
	We do	We did	We will do
	You do	You did	You will do
	They do	They did	They will do

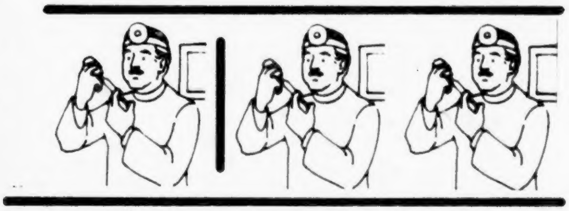
Use pictures of community helpers. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of the word.

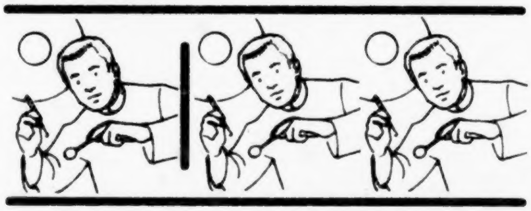

1 fireman 2 firemen

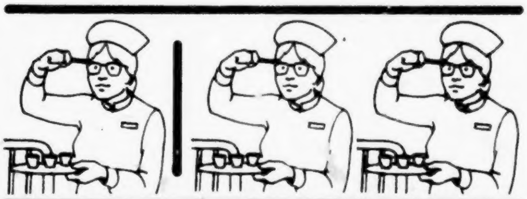

1 policeman 2 policemen

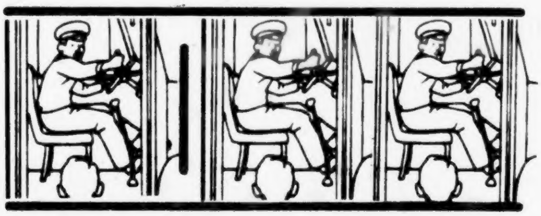

1 postman 2 postmen

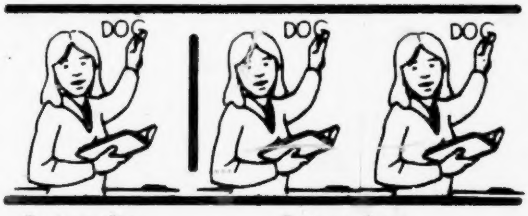

1 milkman 2 milkmen


1 doctor 2 doctors


1 dentist 2 dentists


1 nurse 2 nurses


1 bus driver 2 bus drivers



1 teacher 2 teachers

Sound Blending

▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

po___li___ce
f___ar___m___er
n___ur___se
b___u___s___dr___i___v___er
t___ea___ch___er

d___o___c___t___or
f___i___re___m___a___n
d___e___n___t___i___st
m___il___k___m___a___n
c___ar___p___en___t___er

Auditory Closure

▶ Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all the sounds.

po_____ice	(police)	_____eacher	(teacher)
_____armer	(farmer)	do_____tor	(doctor)
nur_____	(nurse)	den_____ist	(dentist)
bus_____iver	(bus driver)	_____ilk_____an	(milkman)
_____ilot	(pilot)	pos_____an	(postman)

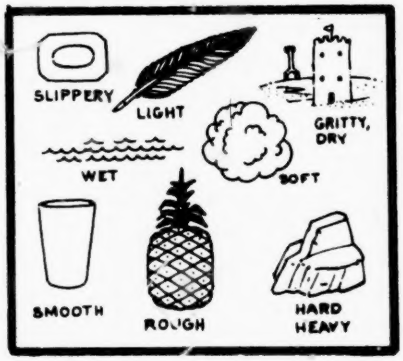
FEEL

Have child feel different things in the house. Explain that he feels with his whole body, but mostly he uses his hands to feel what things are like. Use the sentence: "I feel with my hands. When I touch this, it feels____________." (hot, cold, slippery, sticky, smooth, rough, soft, hard, etc.)

Discuss the fact that you feel with your whole body. You can feel hot or cold all over. You can feel the wind blowing. You can feel when your shoes are tight. You can feel it when someone bumps into you.

Examples of items to feel:	How each feels:
sandpaper	rough
scarves	smooth, silky
cotton	soft
rocks	hard
gum/glue	sticky
bricks	rough, heavy
mirrors	smooth
pillows	soft
blanket	soft
pet's fur/feathers	soft
unshaven face	rough, prickly
wet soap	slippery, wet
pineapple	rough, prickly
oven door (while oven is on)	hot
refrigerator	cold

Have the child find, cut out & paste on a large paper pictures of different things and label how each feels.

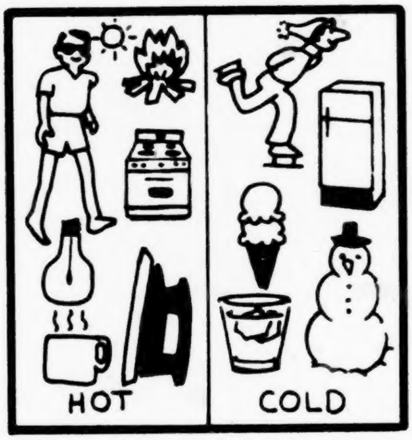


Example of finished sheet.

A picture of soap may be labeled slippery, or wet. Match the real items to the pictures and have the child feel each.

HOT & COLD

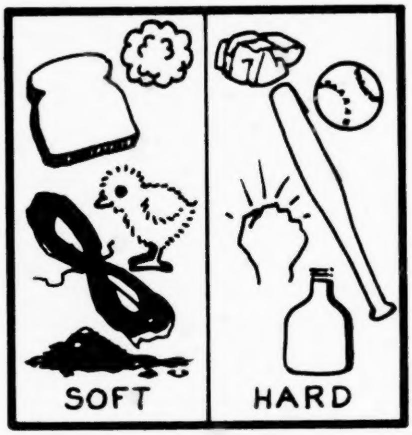
Have child find, cut out and paste pictures of things that feel hot and things that feel cold on a large paper divided and labeled as shown below. Have child feel the real items.



Example of finished sheet

HARD AND SOFT

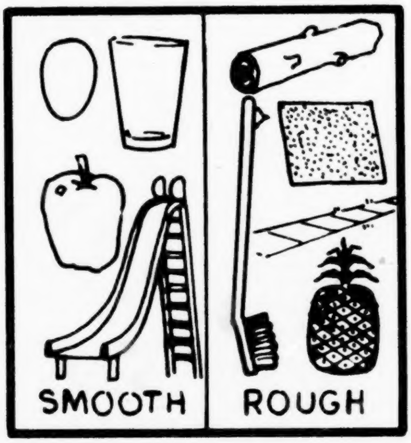
Help child find, cut out and paste pictures of things that feel soft and things that feel hard on a large paper divided and labeled as shown below. Have child feel the real items.



Example of finished sheet

SMOOTH & ROUGH

Help child find, cut out & paste pictures of things that feel rough and things that feel smooth on a large piece of paper divided & labeled as shown below. Have child feel the real items.



Example of finished sheet

Have the child answer "yes" or "no" to the following questions.

Can you feel thunder?
Does ice feel hot?
Can you feel noise?
Can you feel a bee sting?
Does a sidewalk feel smooth?
Can you feel the top of a tall building?
Can you feel through closed windows?
Can you feel a fire engine siren from your window?

Does fire feel cold?
Can you feel your dog?
Can you feel the stars?
Can you feel the clouds?
Does a pillow feel hard?
Can you feel print?
Can you feel wetness?
Can you feel a cow moo?

Have child listen to the sentences and complete the sentence with an appropriate word.

The pineapple is rough;
the glass is (smooth) .

The cat's fur is soft;
the porcupine's quills are (rough) .

The hot sun makes the ground feel dry;
the rain makes the ground feel (wet) .

The eraser is dull;
the pencil point is (sharp) .

The fire feels hot;
the ice feels (cold) .

The pillows are soft;
wood is (hard) .

An ice cream cone is cold;
an iron is (hot) .

Have child listen to each question and answer appropriately.

How does sugar taste?
How does ice feel?
How do lilies smell?
How do flowers look?
How do the clouds look?
How do pickles taste?
How does glass feel?

How does chocolate taste?
How does the moon look?
How does perfume smell?
How does fur feel?
How does fire feel?
How does milk look?

Visual Memory

LOOK AND REMEMBER

Place 2, 3 or more pictures of items that have a definite feel on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the glue." If the child picks up the wrong picture, say, "You found the gum, now find the glue."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of items that have a definite feel on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

MIX THEM-FIX THEM

Place 2, 3 or 4 pictures of items that have a definite feel in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

WHAT DID YOU HEAR?

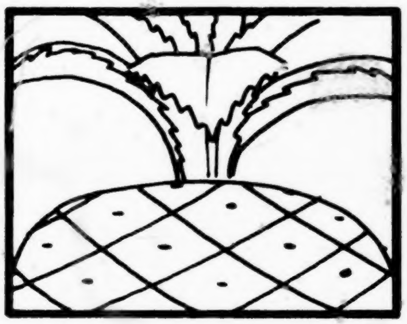
Name 2, 3, 4 or more items that have a definite feel in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

Name 2, 3, 4 or more items that have a definite feel in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to child.

▼

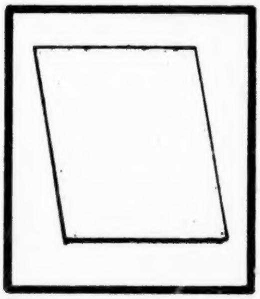
WHAT'S IN THE BAG?
Put cotton, sandpaper, a feather and other small items that have a definite feel in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one that he thinks is the same as the one he had picked in the bag.

▶ Find a picture of an item that has a definite feel to it and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.

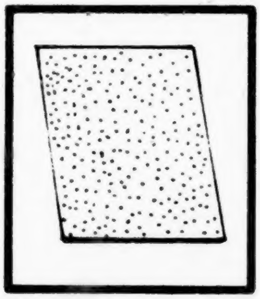


See Appendix: Peabody Visual Closure Templates can be used over Peabody Pictures of items that have a definite feel to them.

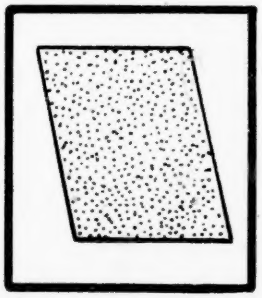
▶ Have the child look at each picture and repeat the comparative as set up in the sample.



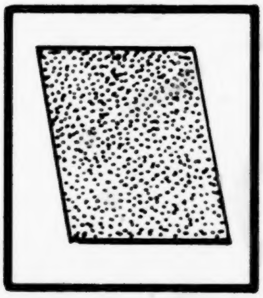
This is not rough.



This piece of sandpaper is rough.

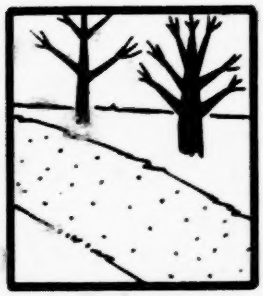


This piece is even (rougher).

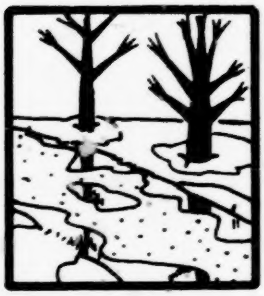


And this piece is the very (roughest).

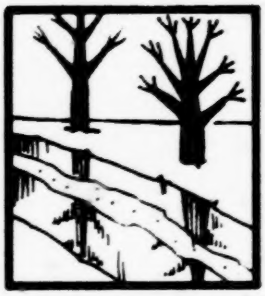
(continued)



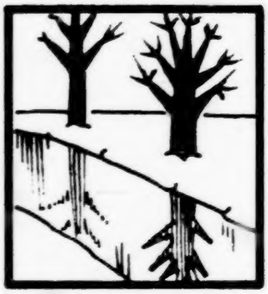
This street is not slippery.



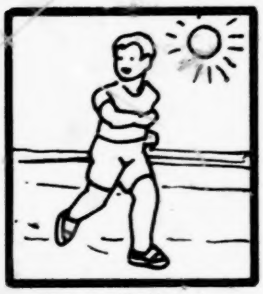
This street is slippery.



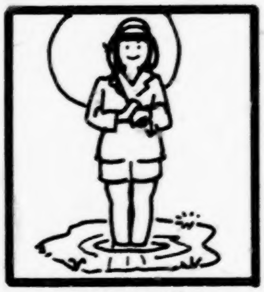
This street is even (slipperier).



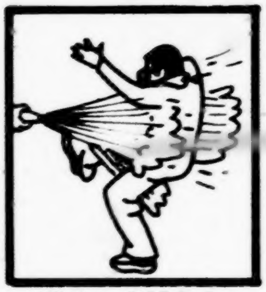
This street is the (slipperiest).



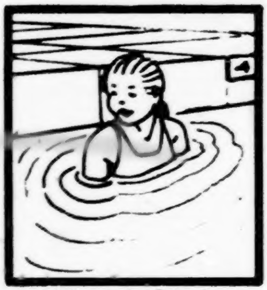
This child is not wet.



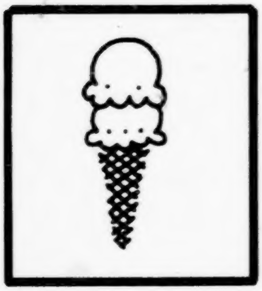
This child is wet.



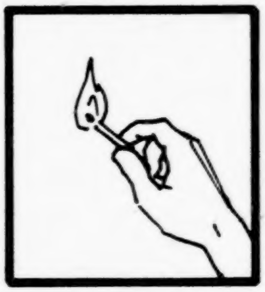
This child is even(wetter).



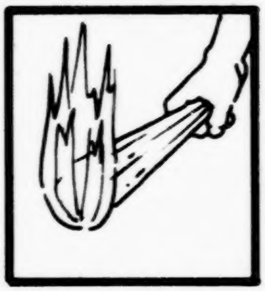
This child is the (wettest).



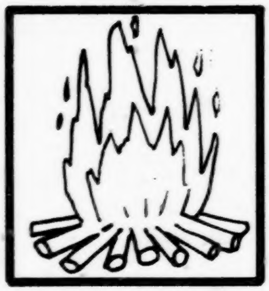
This is not hot.



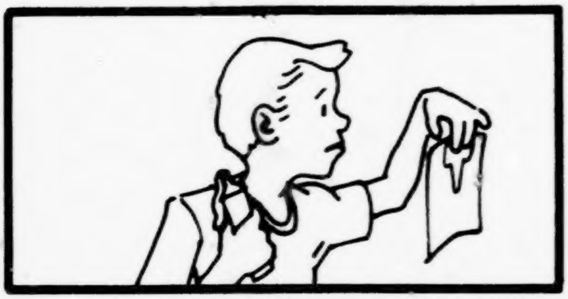
This is hot.



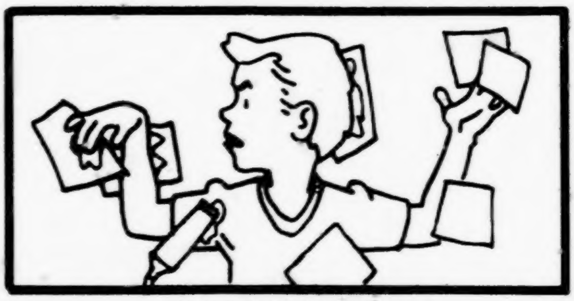
This is even (hotter).



This is the (hottest) .



This child feels sticky.



This child feels even (stickier).

▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

smoo___	(smooth)	___ard	(hard)
sli___ery	(slippery)	shar___	(sharp)
so___t	(soft)	___ight	(light)
___ough	(rough)	d___y(i-e)	(dry)
___eavy	(heavy)		

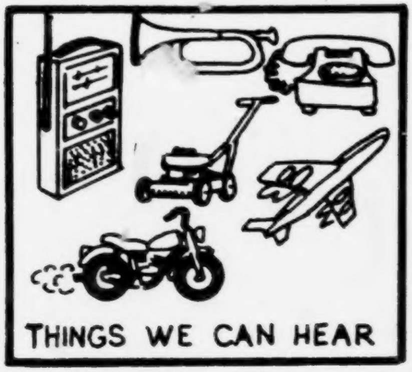
▶ Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

r___ou___gh	(rough)	w___e___t	(wet)
l___igh___t	(light)	s___o___f___t	(soft)
sl___i___pp___ery	(slippery)	h___ar___d	(hard)
st___i___cky	(sticky)	sm___oo___th	(smooth)

HEAR

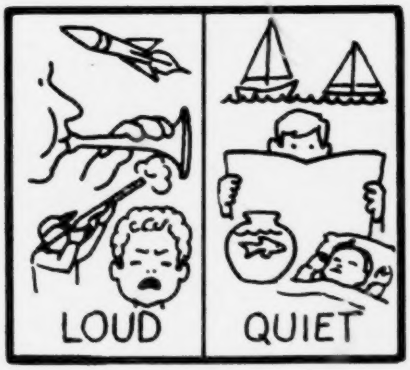
Help child find, cut out & paste pictures of things we can hear on a large paper labeled as shown.



Example of finished sheet

Say, "We hear the (piano, horn, telephone) with our ears." Try to show & listen to the real sound sources when pasting in the pictures.

Help child find, cut out & paste pictures of things that make loud sounds and things that make quiet sounds on a large piece of paper divided and labeled as shown.



Example of finished sheet

Try to listen to the sounds of the items shown in the pictures.

Have the child answer "yes" or "no" to the following questions.

Discuss - Where are your ears? What do you do with your ears? - (listen - hear).

Can you hear a radio?
Can you hear sunshine?
Can you hear thunder?
Can you hear music?
Can you hear a train?
Can you hear snow fall?
Can you hear the clouds?
Can you hear a dog bark?
Can you hear people talk?
Can you hear a telephone ring?
Can you hear a bug crawling?
Can you hear a balloon pop?
Can you hear the stars?
Can you hear a fish swim in a bowl?

Auditory Reception

At home or school listen to the sounds of the following items:

doorbell
radio
razor

vacuum
electric broom
blender

water
T.V. (not looking but listening)

Auditory Association Opposites and Analogies

Have child listen to the sentences and complete the sentences with an appropriate word.

Noise from a trumpet is loud.
Noise from wind blowing is (quiet).

Fish swimming in a bowl are quiet.
A baby crying is (loud).

Rain falling is quiet.
Thunder rolling is (loud).

A dog barking is loud.
Children whispering is (quiet).

Shooting a gun is loud.
Reading the paper is (quiet).

The car horn is loud.
The steering wheel moving is (quiet).

A boat sailing in the water is quiet.
A car driving on the road is (loud).

Vacuuming the floor is loud.
Sewing material by hand is (quiet).

Verbal Expression

Use a recording of a siren. Have child tell everything he can about the sound presented. Encourage the following information. Use other sounds and follow the same method.

Name........................I hear a siren.
I hear one siren.
Characteristics..............It's loud. It's not (quiet - soft).
It's not loud now. (far away)
Associations.................I can hear it with my ears.
It's on a fire engine or an ambulance or a police car.
It tells people to stop.
It tells people to be careful.
Here comes the car or truck.

▼

LOOK AND REMEMBER
Place 2, 3, or more pictures of things that make noise on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the vacuum. If the child picks up the wrong picture, say, "You found the horn, now find the vacuum."

▼

WHICH IS MISSING?
Place 2, 3, 4 or more pictures of things that make noise on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing item.

▼

MIX THEM-FIX THEM
Place 2, 3, or 4 pictures of things that make noise in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the picture while the child is looking at it, this becomes an integrated auditory and visual memory task.

▼

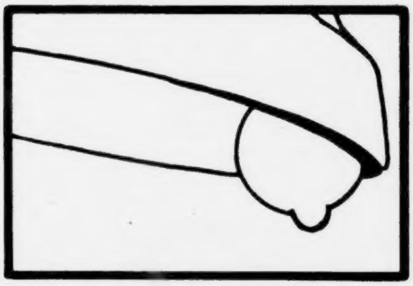
WHAT DID YOU HEAR?
Name 2, 3, 4 or more items that make noise in a sequence. Ask the child to repeat the items in order. The child's ability determines the number used.

▼

Name 2, 3, 4 or more items that make noise in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

Auditory Closure

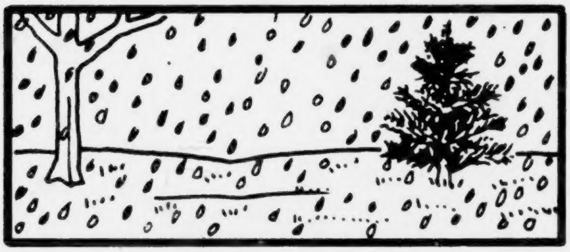
Find a picture of an item that makes noise and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



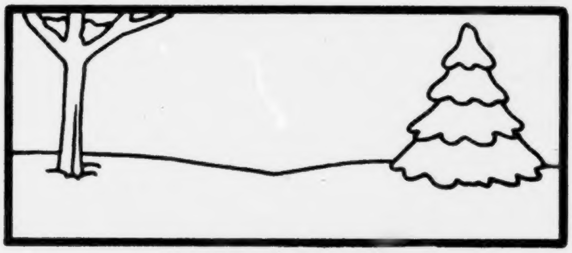
See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures.

Grammatic Closure

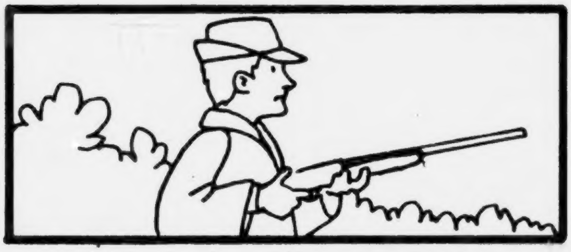
Use the pictures below. Have child listen to the sentences and complete the sentence with an appropriate word.



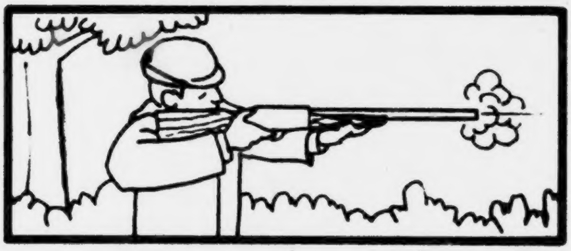
It is snowing.



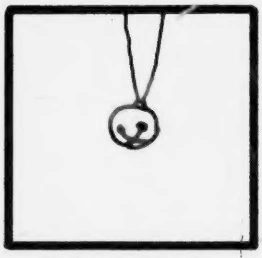
It has (snowed).



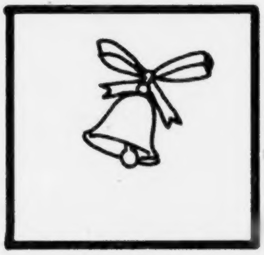
This hunter likes to shoot.



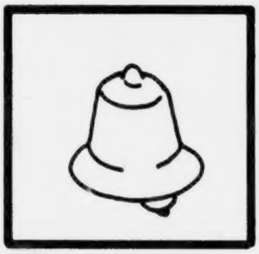
Here he is (shooting).



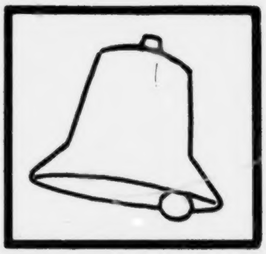
This bell is not loud.



This bell is (loud).

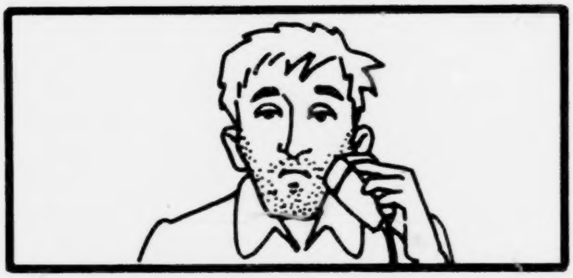


This bell is even (louder).

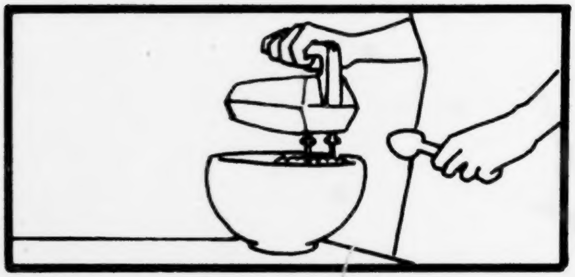


This bell is the very (loudest).

(continued)

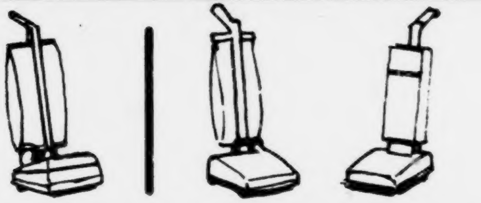


This razor belongs to daddy.
Whose razor is it? It is(daddy's).

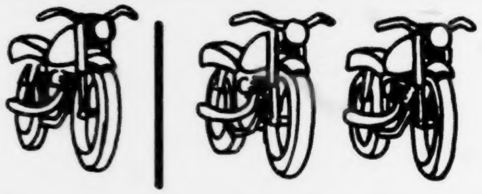


This mixer belongs to mother.
Whose mixer is it? It is (mother's).

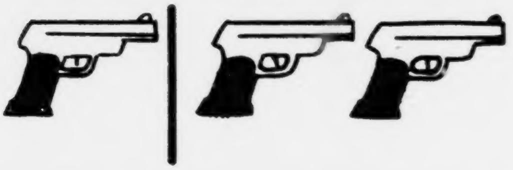
Use pictures of items you can hear. Arrange them so that you have singular and plurals as set up in the sample below. Have the child look at each set and repeat the singular & plural form of the word.



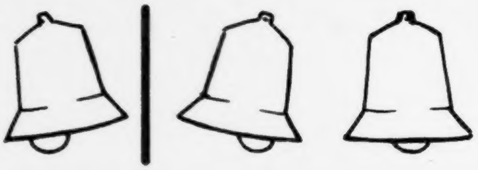
vacuum vacuums



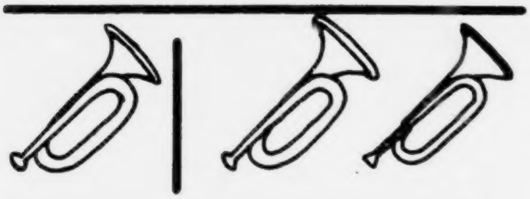
motor cycle motor cycles



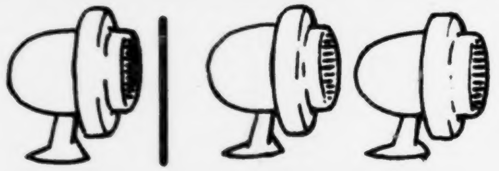
gun guns



bell bells



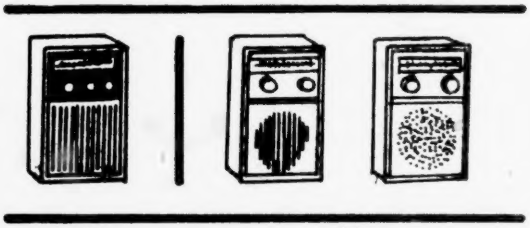
horn horns

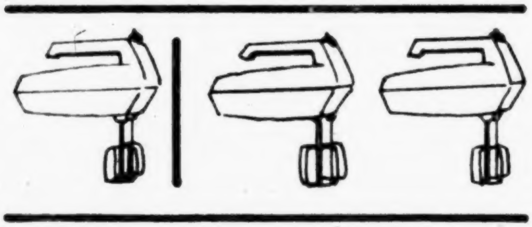


siren sirens

(continued)

Grammatic Closure





Sound Blending

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

th___un___der
cr___y___ing
sh___oo___t___ing
m___u___s___i___c
s___ing
m___o___t___or___cy___cle

b___e___ll
r___a___d___i___o
v___a___c___uu___m
j___e___t
r___o___ck___e___t

Auditory Closure

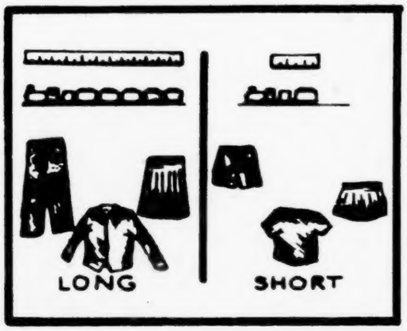
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

mo___or___ycle	(motorcycle)	lau___ing	(laughing)
___usic	(music)	___otor ___oat	(motor boat)
___acuum	(vacuum)	pian___	(piano)
je___ air___lane	(jet airplane)	___ooting	(shooting)

SEE

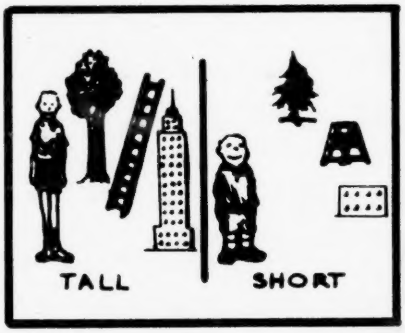
LOOK & SEE SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown below.



Example of finished sheet

Show the real objects and examples if possible. Showing the real object is most important. Have your child close his eyes so he can **feel** the difference in size.

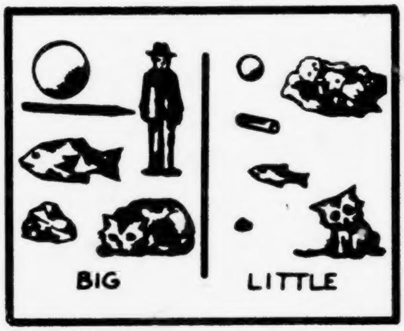
LOOK & SEE SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown below.



Example of finished sheet

Show the real objects and examples if possible. Showing the real object is most important. Have your child close his eyes so he can **feel** the difference.

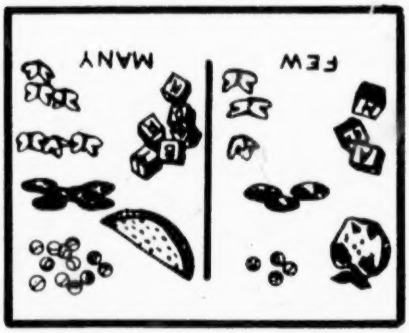
LOOK & SEE SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

Show the real objects and examples if possible. Showing the real object is most important. Have your child close his eyes so he can the difference.

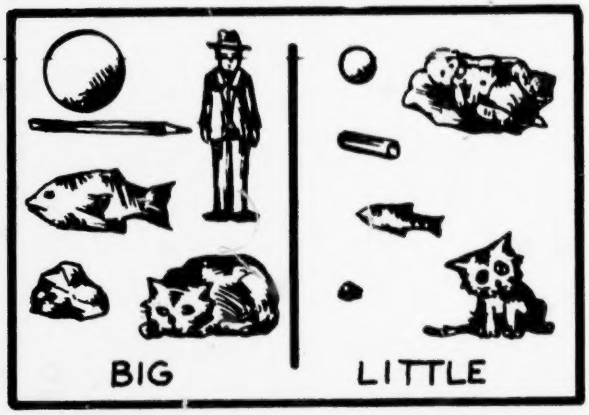
LOOK & SEE - HOW MANY
Help child find, cut out & paste pictures of groups of objects on a large piece of paper divided and labeled as shown.

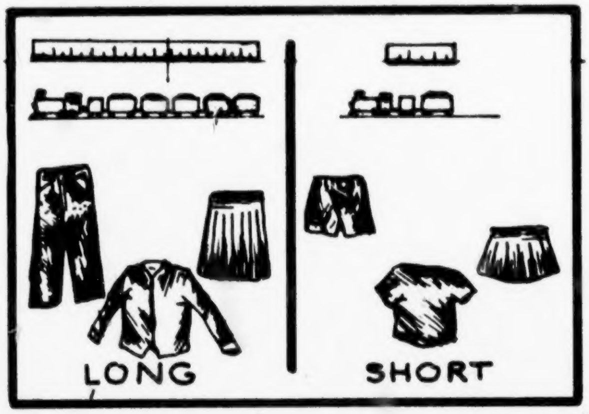


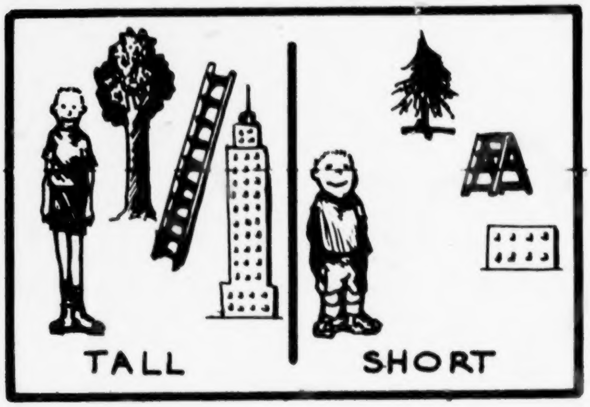
Example of finished sheet

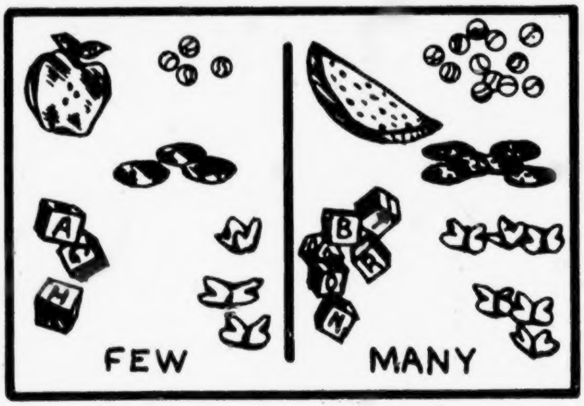
Show the real objects and examples if possible. Showing the real objects is most important.

LOOK & SEE - SIZE & HOW MANY
Using pictures arranged as shown below, simply label and categorize.









Have the child answer "yes" or "no" to the following questions.

Can you see the stars?
Can you see a ball bounce?
Can you see music?
Can you see people on the telephone?
Can you see your dream?
Can you see a movie?
Can you see your friend's dream?
Can you see a potato while it is growing underground?

Can you see a noise? (Not what is making it, but the noise itself.)
Can you see birds flying?
Can you see through a wall?
Can you see through a window?
Can you see in a darkened room?
Can you see the clouds?
Can you see colors?

Have the child answer "yes" or "no" to the following questions.

In my house can you see
a bed? a cow? a chair? a horse? a dish?
a stove? a cup? a clock? a table? a barn?

In my yard can you see
a flower? a cup? a walk? a house? a leaf?
a bed? a swing? a pig? a tree? a book?

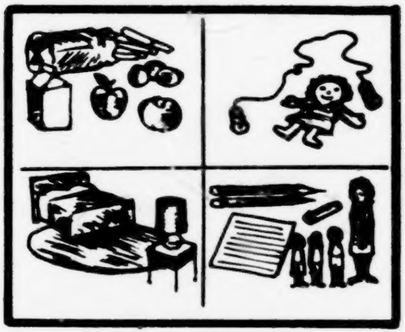
On the farm can you see
a barn? a house? a store? a farmer? a school?
a sheep? a duck? a show? a pig? a cow?

At school can you see
a farmer? a book? a ball? a paper? a cookie?
a teacher? a pencil? a postman?
some children some chickens

At the pet store can you see
a bird? a cake? a puppy? a teacher? a kitten?
a baby? a tree? a rabbit? a duck? a monkey?

At the circus can you see
some clowns? an elephant? a tent? ticket seller?
many people? dogs doing tricks?

Help child find, cut out & paste pictures of different objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

Ask: "Where are your eyes? What do you do with them?" (see - look) Use the sentences: I can see (cookies) at the grocery store. I can see (a ball) at the toy store.

LOOK AND REMEMBER

Place 2, 3 or more pictures of items you can see on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the tree." If the child picks up the wrong picture, say, "You found the ball, now find the tree."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of things you can see on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing one.

MIX THEM-FIX THEM

Place 2, 3 or 4 pictures of items you can see in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

▼

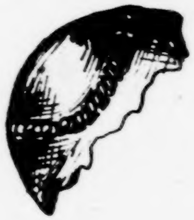
WHAT DID YOU HEAR?
Name 2, 3, 4 or more items you can see in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

▼

Name 2, 3, 4 or more items you can see in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

Visual Closure

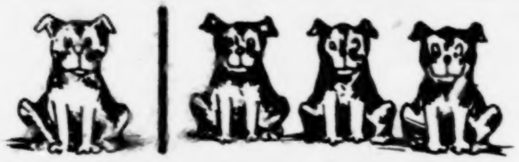
▶ Find a picture of a ball and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



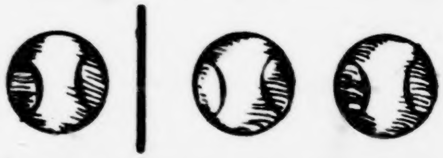
See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures.

Grammatic Closure

▶ Use pictures of items you can see. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.

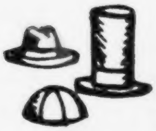


I see one dog. I see many dogs.

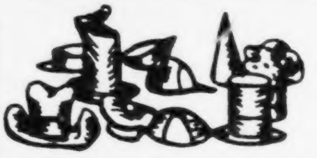


I see one ball. I see two balls.

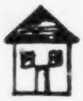
(continued)



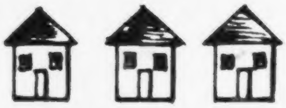
I see a few hats.



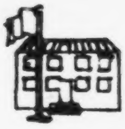
I see many hats.



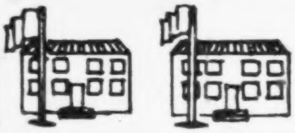
I see one house.



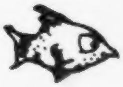
I see three houses.



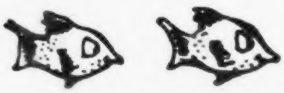
I see one school.



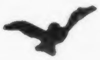
I see two schools.



I see one fish.

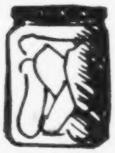


I see two fish.

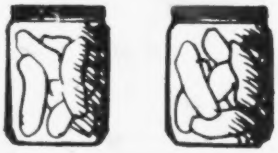


I see one bird.

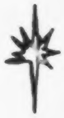
I see a flock of birds.



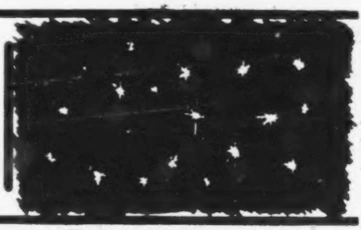
I see one jar of pickles.



I see two jars of pickles.

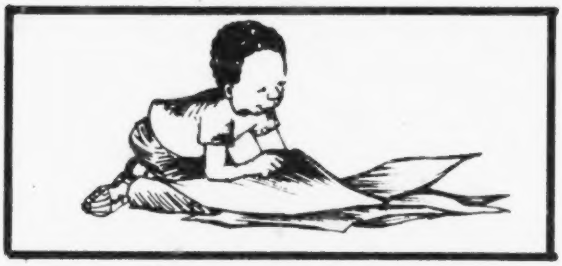


I see one star.

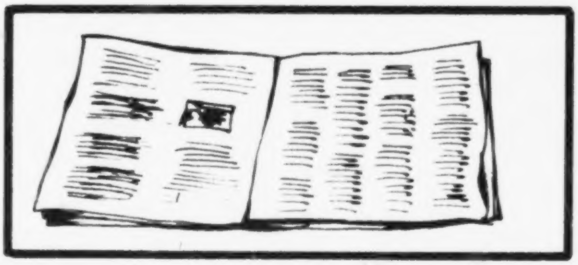


I see a sky full of stars.

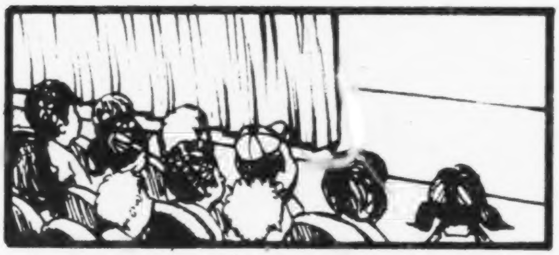
Have child listen to the sentences and complete the sentences with an appropriate word.



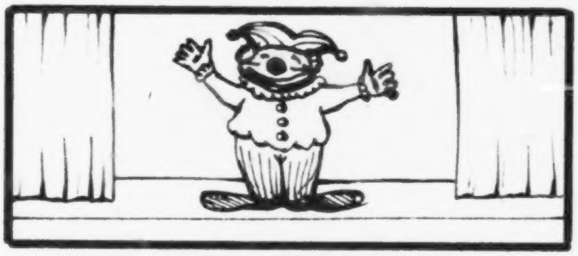
This boy is seeing something.



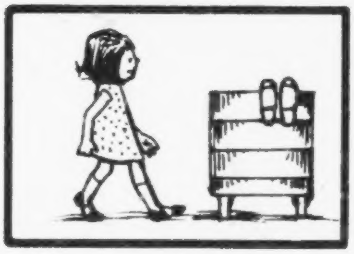
This is what he (saw) .



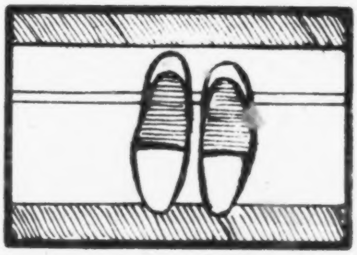
These children are all going to see a surprise.



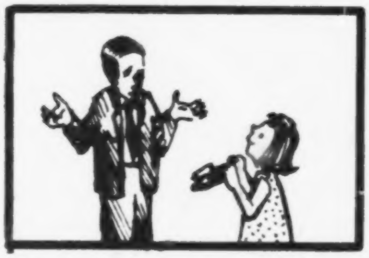
This is the surprise that they (saw) .



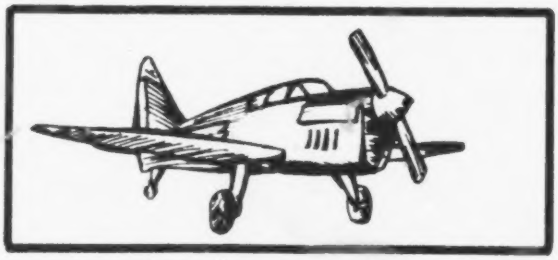
Mary is going to see some shoes.



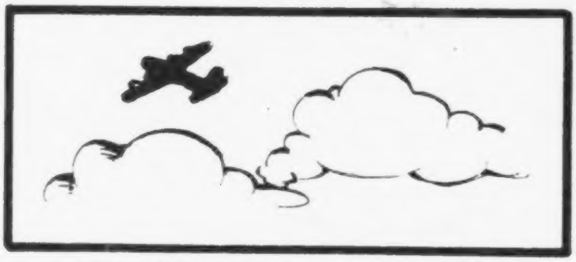
These are the shoes Mary has (seen) .



She asked to see another pair, but there weren't (any more) .



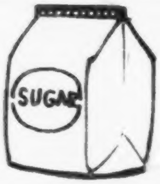
Jack said "This airplane looks big because it is near.

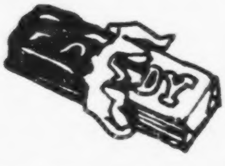


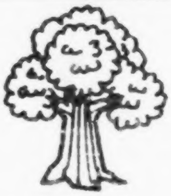
But this plane looks little because it is (far away) .

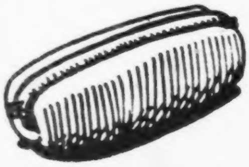
TASTE

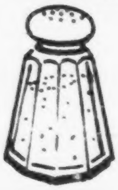
Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

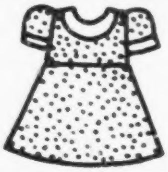


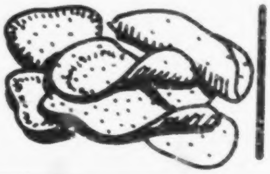


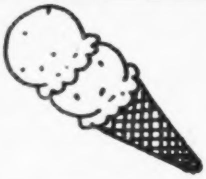


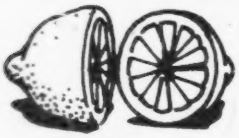


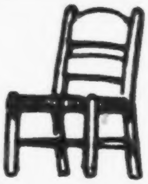


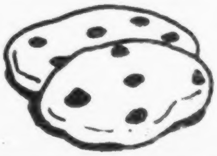


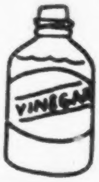


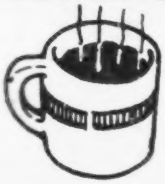


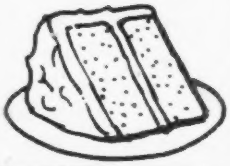


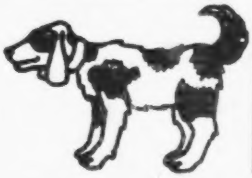


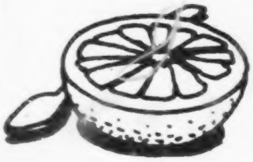


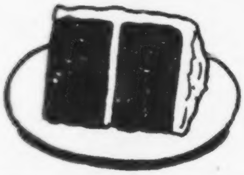


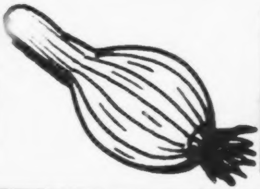


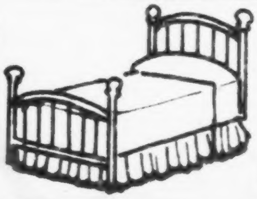


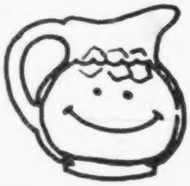


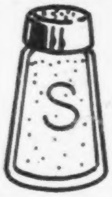


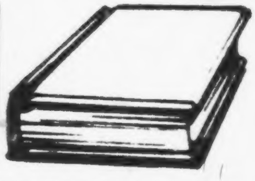


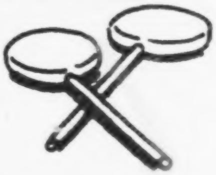


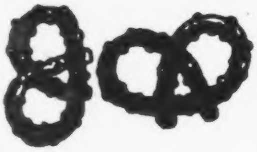








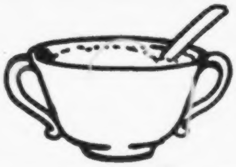
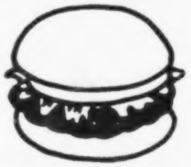
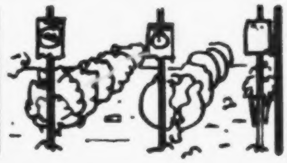
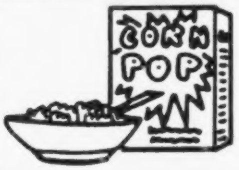


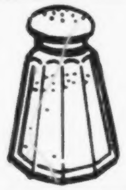
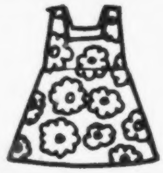
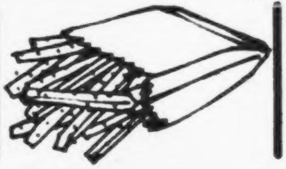
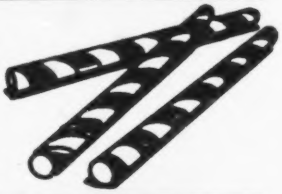


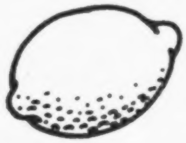
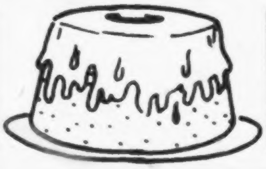
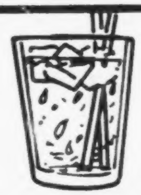
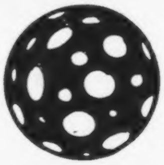
Have the child answer "yes" or "no" to the following questions.

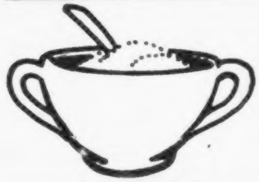
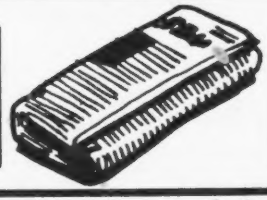
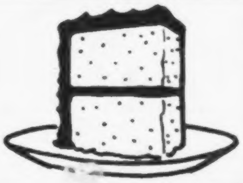
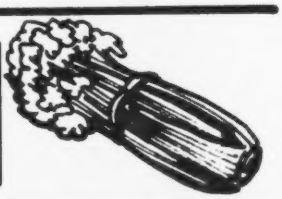
Does a lemon taste sweet?
Does coffee taste bitter?
Does popcorn taste salty?
Does salt taste salty?
Does flour taste sweet?
Does pepper taste good?
Does cinnamon taste salty?
Does an orange taste sweet?
Does candy taste bitter?
Does vinegar taste sour?

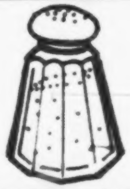
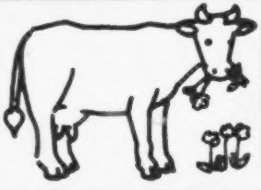
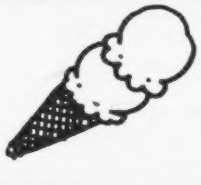
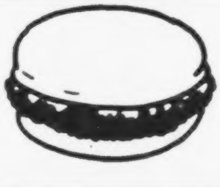
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

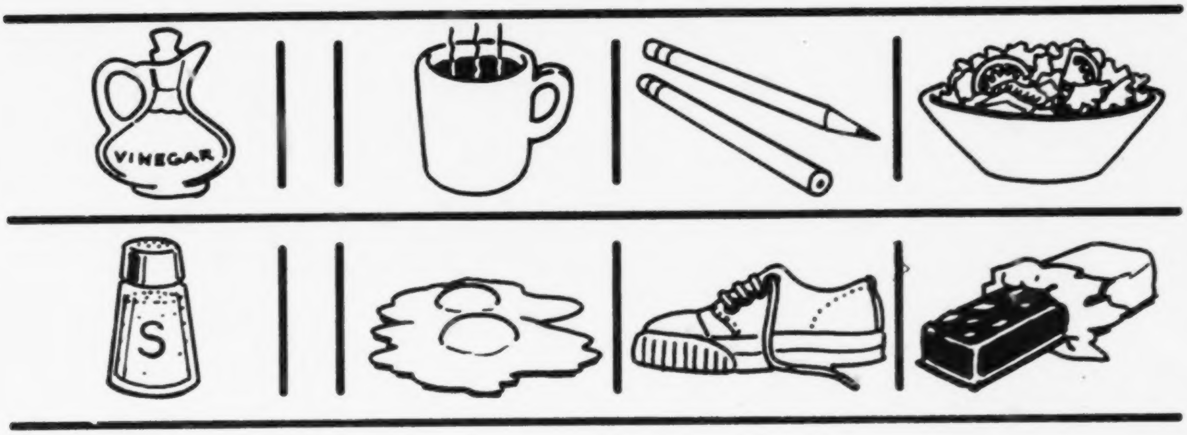





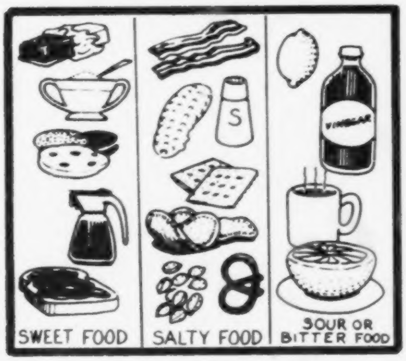





(continued)



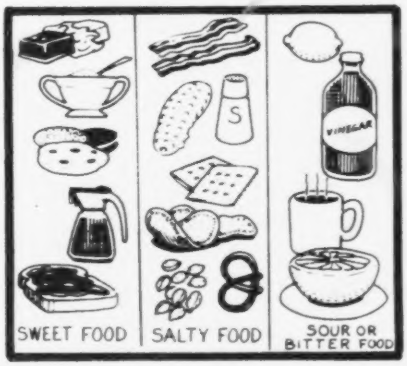
Use pictures as shown; simply label and categorize the different foods.


SWEET FOOD
SALTY FOOD
SOUR OR BITTER FOOD
S
VINEGAR

Example of finished sheet

Discuss sweet food, salty food, sour and bitter food. Use the real food and have a tasting party.

Help child find, cut out & paste pictures of food on a large piece of paper divided and labeled as shown.


SWEET FOOD
SALTY FOOD
SOUR OR BITTER FOOD
S
VINEGAR

Try to taste the foods you represent with pictures. Use sentence, "We taste with our tongue."

Have child listen to the sentences and complete the sentence with an appropriate word.

Potato chips are salty.
Candy is________.

Vinegar is sour.
Pretzels are_________.

French fries are salty.
Cake is_________.

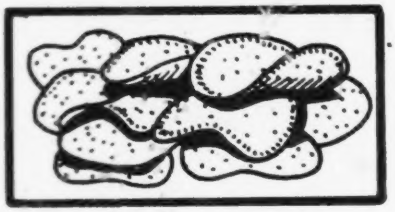
Popcorn is salty.
Lemons are_________.

Coffee is bitter.
Lollipops are_________.

Dill pickles are sour.
Ice cream is_________.

Saltine crackers are salty.
Marshmallows are_________.

Use pictures of foods that have distinct tastes, (ice cream, peanut butter, marshmallows, coffee, salt). Present one picture at a time and have child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group........	potato chips, food, snacks
Color..........................	brown, yellow
Shape..........................	round
Composition....................	potatoes
Function.......................	to eat
Other Characteristics..........	taste (salty, crunchy)
Comperisons & Associations......	taste like (salt, pretzels, French fries)

Have child listen to the sentences and complete the sentence with an appropriate word.

Eyes can_________.
Eyes can_________.
Eyes cannot_________.

Noses can_________.
Noses can_________.
Noses cannot_________.

Tongues can_________.
Tongues can_________.
Tongues cannot_________.

Ears can_________.
Ears can_________.
Ears cannot_________.

Hands can_________.
Hands can_________.
Hands cannot_________.

Skin can_________.
Skin can_________.
Skin cannot_________.

Using the pictures below, ask the child to show, through facial expressions, how the items taste.

Show me how a lemon tastes.

Show me how peanut butter tastes.

Show me how an ice cream cone tastes.

Show me how black coffee tastes.

Show me how a sour pickle tastes.

Show me how a cookie tastes.

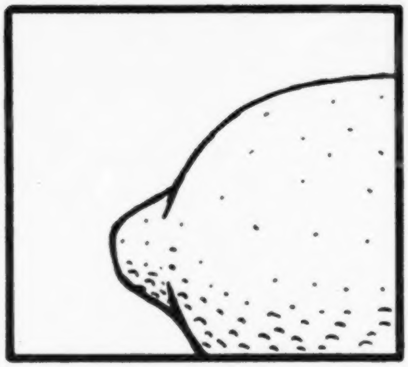
LOOK AND REMEMBER
Place 2, 3 or more pictures of foods that have distinct tastes on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the candy." If the child picks up the wrong picture, say, "You found the pickle, now find the candy."

WHICH IS MISSING:
Place 2, 3, 4 or more pictures of foods that have distinct tastes on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing one.

MIX THEM-FIX THEM
Place 2, 3 or 4 pictures of foods that have distinct taste in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

Visual Closure

Use pictures of foods that have distinct tastes. Cut each into sections. Show only a portion of a picture and have child identify the object even though it is incomplete.



See Appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

Grammatic Closure

Conjugate the following verbs. Have child repeat the correct verb forms.

to hear to see look at to feel to taste

Example:

Present	Past	Future
Singular	Singular	Singular
I hear	I heard	I will hear
You hear	You heard	You will hear
He, she, it hears	He, she, it heard	He, she, it will hear
Plural	Plural	Plural
We hear	We heard	We will hear
You hear	You heard	You will hear
They hear	He, she, it heard	He, she, it will hear

Sound Blending

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

s___wee___t
s___al___ty

b___it___ter
sp___i___cy

s___our

Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the words correctly, putting in all the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

"Listen for words describing taste."

___our	(sour)	swee___	(sweet)	s___ty	(salty)
___itter	(bitter)	s___cy	(spicy)		

HOW DO YOU KNOW

Tell the child to think about the different senses. Remember touching/feeling/seeing/hearing/smelling/tasting. Ask, "How do you know?" before each example.

Any number of responses would be acceptable. Some items have two correct answers. Try for both. If your child is confused, demonstrate and show him how to find out and give him the answer. Use your imagination and make up more.

Examples: How do you know.......

if something tastes sweet?	"I can taste it with my tongue." "I can eat it; bite it."
if something is making noise?	"I can listen, hear; use my ears."
if something is cold?	"I can feel it with my hands; with my skin."
if something is colorful?	"I can see it with my eyes, look, use my eyes."
if someone is knocking?	"I can open the door and see if someone is there." You might say, "Yes that is right, but you also can listen to hear if someone is knocking."
if something is big?	"I can see it; I can feel how big it is."

How do you know.......

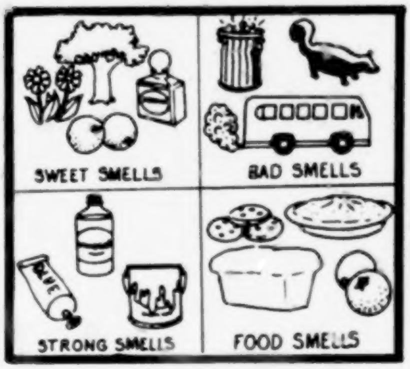
if something tastes sweet?
if something is hot?
if something is colorful?
if the 'phone is ringing?
if something is rough?
if the radio is on?
if the TV is on?
if it is cold outside?
if someone is knocking
at the door?
if something is making noise?
if something is loud?
if the rose smells?
if dinner is cooking?
if something is blue?
if something is big?
if the towel is wet?
if something is sour?

▶ Have child listen to each question and answer appropriately.

How does sugar taste?
How does ice feel?
How do lillies smell?
How do flowers look?
How do the clouds look?
How do pickles taste?
How does glass feel?
How does chocolate taste?
How does the moon look?
How does perfume smell?
How does fur feel?
How does fire feel?
How does milk look?

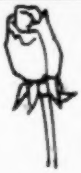
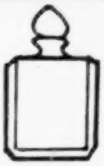
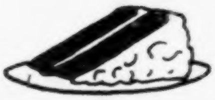
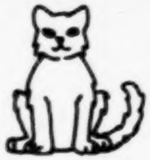
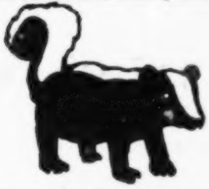
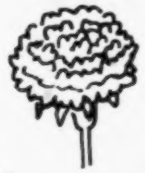
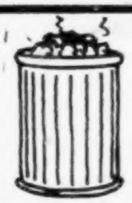
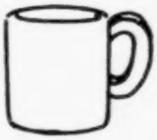
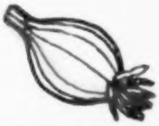
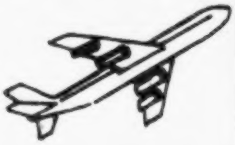
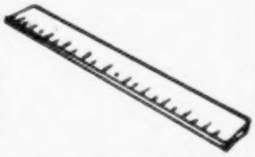
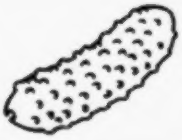
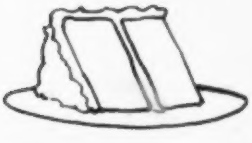
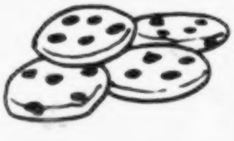
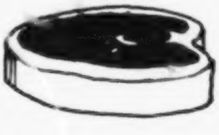
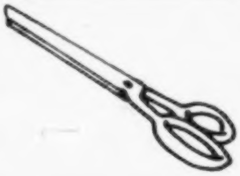
SMELL

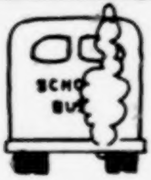
Help child find, cut out, & paste pictures of items that have a definite smell on a large piece of paper divided and labeled as shown.

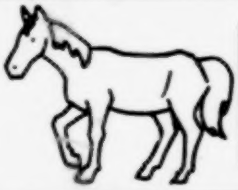
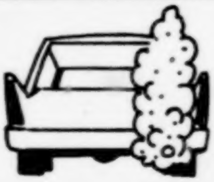
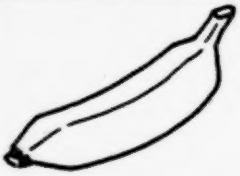
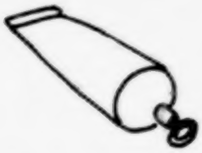
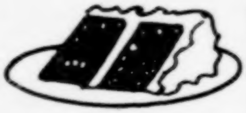
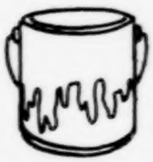
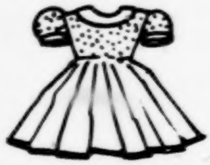
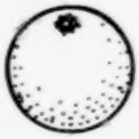
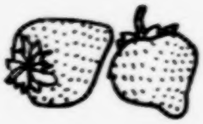
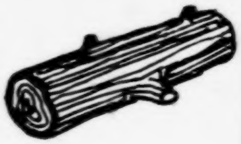
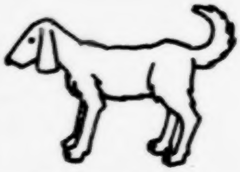

SWEET SMELLS
BAD SMELLS
GLUE
STRONG SMELLS
FOOD SMELLS

Example of finished paper

Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the 3 that follow.



▶ Have child answer "yes" or "no" to the following questions.

Can you smell a flower?
Can you smell a bee stinging you?
Can you smell perfume?
Can you smell ice?
Can you smell windows?
Can you smell the clouds?
Can you smell sunshine?

Can you smell a skunk?
Can you smell dinner cooking?
Can you smell curtains blowing?
Can you smell a ball bouncing?
Can you smell bacon frying?
Can you smell fumes from a bus?

Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Flowers smell sweet;
vinegar smells (sour) .

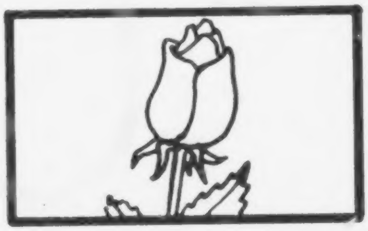
Some pickles smell sour;
perfume smells (sweet) .

Oranges smell good;
fumes from a bus smell (bad) .

Gasoline smells bad;
cookies baking smell (good) .

Some things have a smell that is strong;
some things have a smell that is (weak) .

Use pictures of items that have a definite smell. Present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following;



Name & Category or Group......	rose, flower, plant
Color.........................	red, etc.
Shape.........................	round, stem straight, etc.
Function......................	to look pretty, smell
Major Parts...................	petals, stem, leaves, roots
Numerosity....................	many petals, one stem
Other Characteristics.........	smells good, sweet, looks pretty
Comparisons & Associations....	smells like perfume

LOOK AND REMEMBER
Place 2, 3 or more pictures of items that have a definite smell on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the skunk." If the child picks up the wrong picture, say, "You found the perfume, now find the skunk."

Visual Memory

WHICH IS MISSING?
Place 2, 3, 4 or more pictures of items that have a definite smell on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

MIX THEM-FIX THEM
Place 2, 3, or 4 pictures of items that have a definite smell in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the items while the child is looking at them, this becomes an integrated auditory and visual memory task.

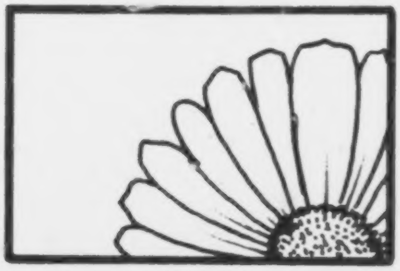
Auditory Sequential Memory

WHAT DID YOU HEAR?
Name 2, 3, 4 or more items that have a definite smell in a sequence. Ask the child to repeat the words in order. The child's ability determines the number used.

Name 2, 3, 4 or more items that have a definite smell in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

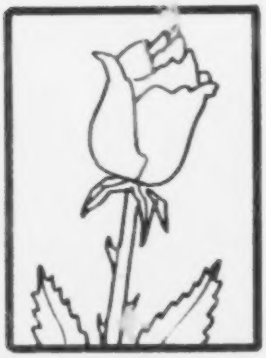
Visual Closure

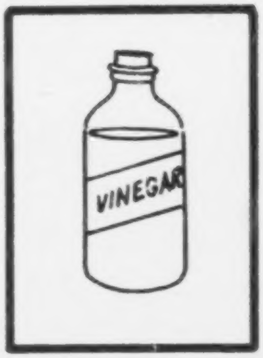
Find a picture of an item that has a definite smell and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



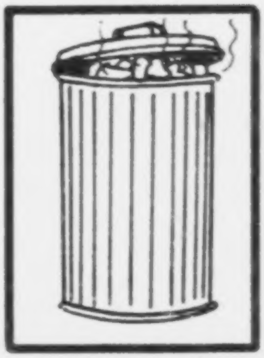
See Appendix: Peabody Visual Closure Templates can be used over Peabody Pictures.

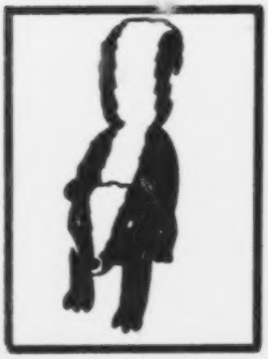
Have child listen to the sentences and complete the sentence with an appropriate word.

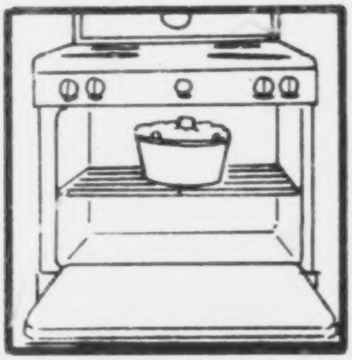

A flower does not smell bad.

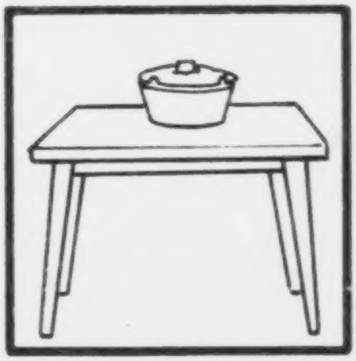


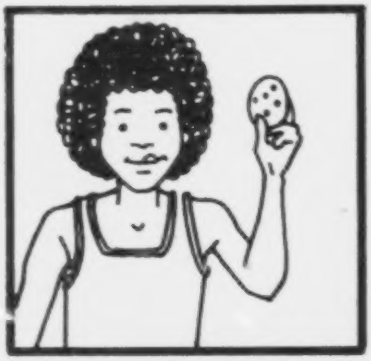
Vinegar does smell bad.

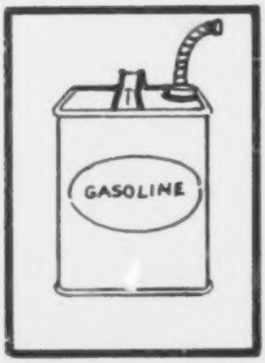

Garbage smells even (worse).


And a skunk smells the (worst).

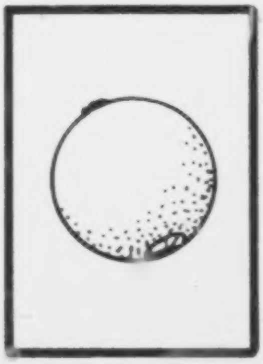

This cake is in the oven

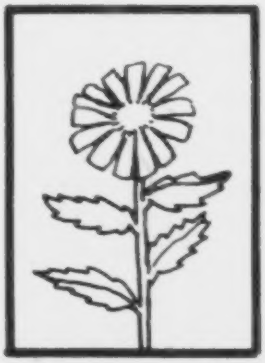

Where is this cake? It is (on the table).

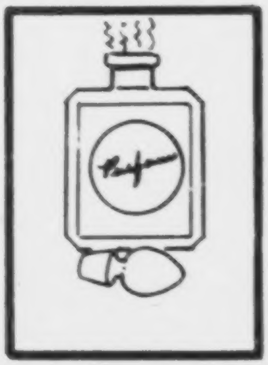

This cookie belongs to Mary Whose cookie is it? It is (Mary's) .



Gasoline does not smell good.

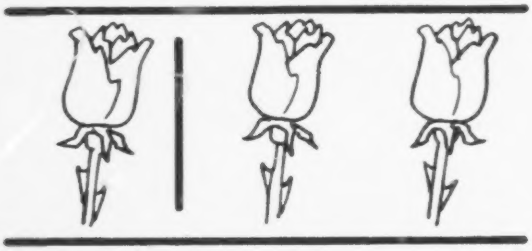

An orange does smell good.


A flower smells even (better).

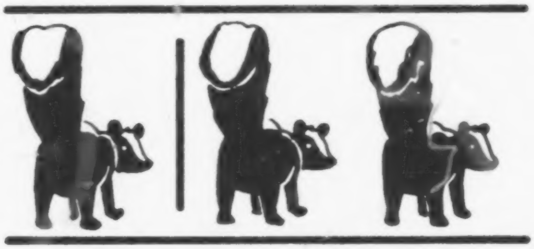


And perfume smells the very (best).

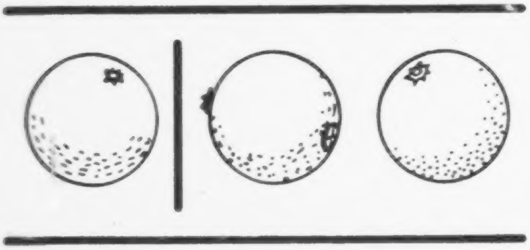
Use pictures of items that have a definite smell. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.



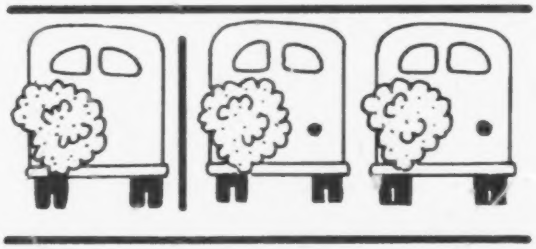
flower flowers



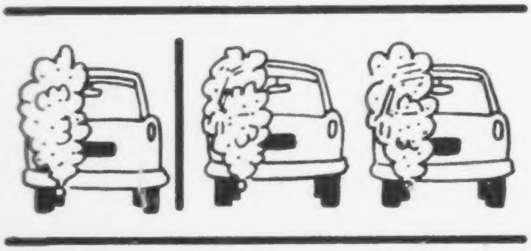
skunk skunks



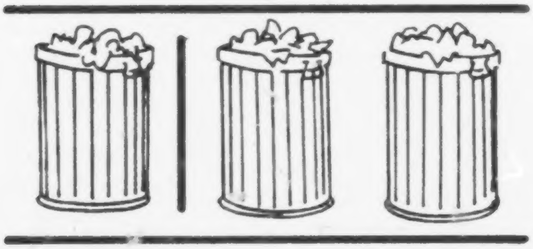
orange oranges



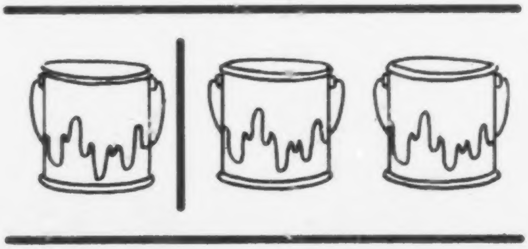
fumes from a bus fumes from busses



fumes from a car fumes from cars



garbage garbage



paint cans of paint

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

s___ou___r	(sour)	sw___ee___t	(sweet)
b___a___d	(bad)	str___o___ng	(strong)
g___oo___d	(good)	st___in___k	(stink)

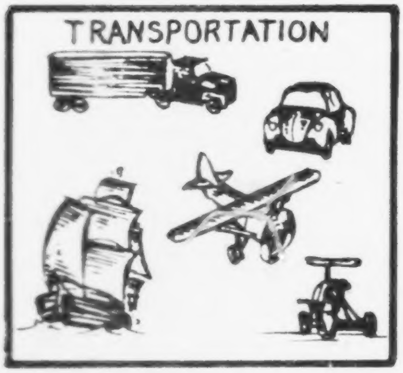
WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

fl___er	(flower)	s___unk	(skunk)
vin___gar	(vinegar)	coo___ee	(cookie)
gas___line	(gasoline)	___erfume	(perfume)
pain___	(paint)	___arbage	(garbage)

Transportation

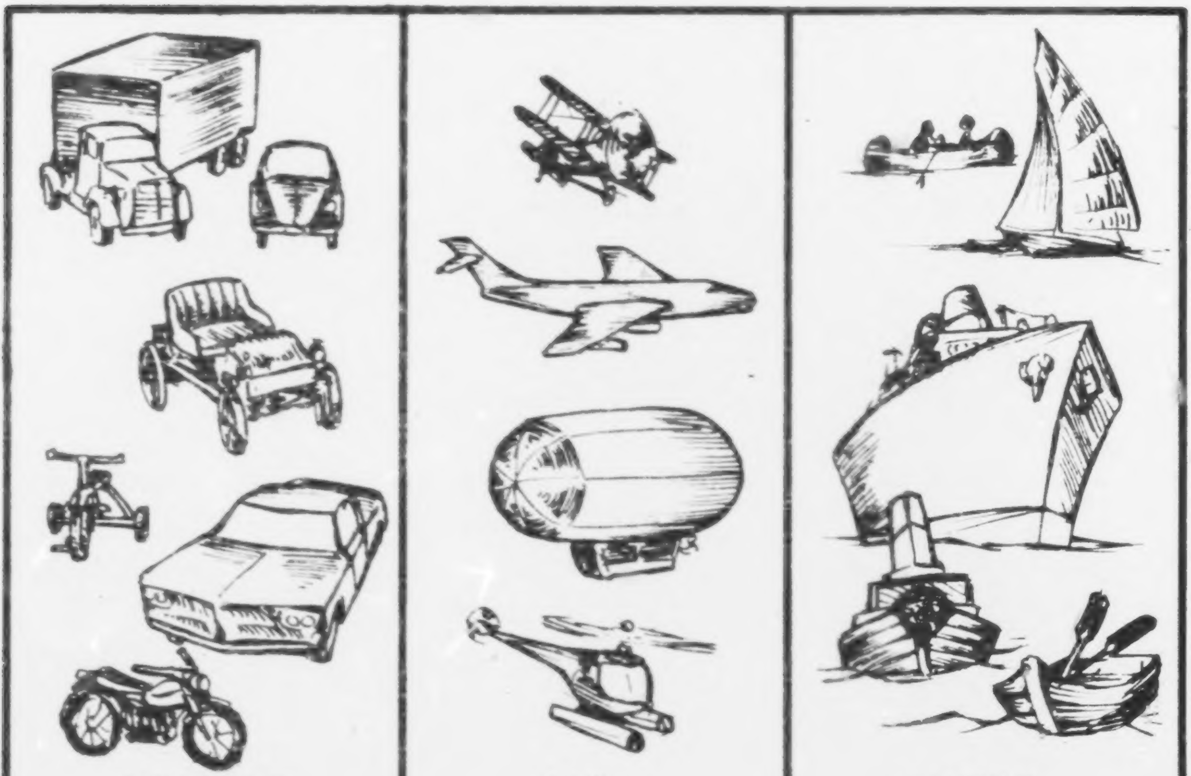
▶ * Help the child find, cut out & paste pictures of transportation on a large paper.



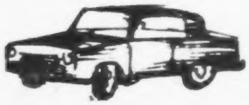
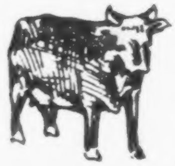
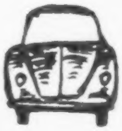
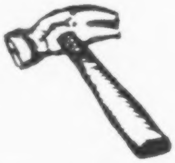
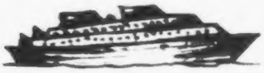
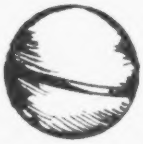
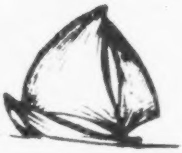
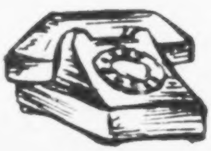
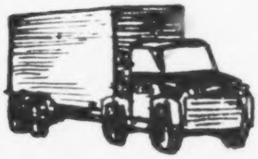
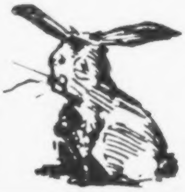
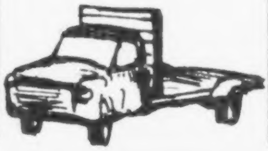
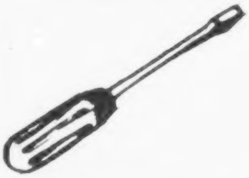
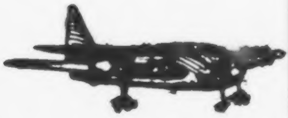
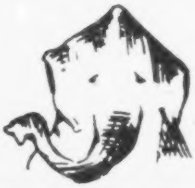
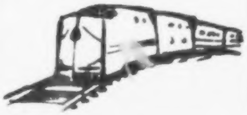
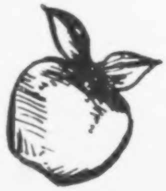
Example of finished paper.

Use sentences such as,"Find pictures of things that go.", or "Find pictures of how we travel from one place to another."

▶ Arrange pictures as shown; simply label and categorize the different types of transportation.



Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

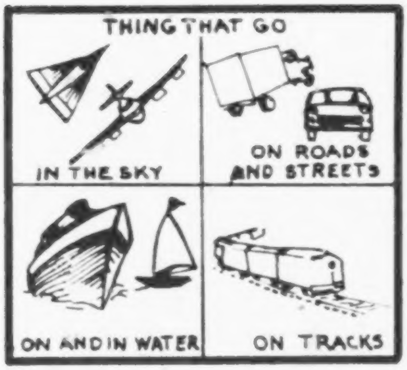

















See Appendix: Developmental Learning Materials - Associations II cards lend themselves to this activity.

Have the child answer "yes" or "no" to the following questions.

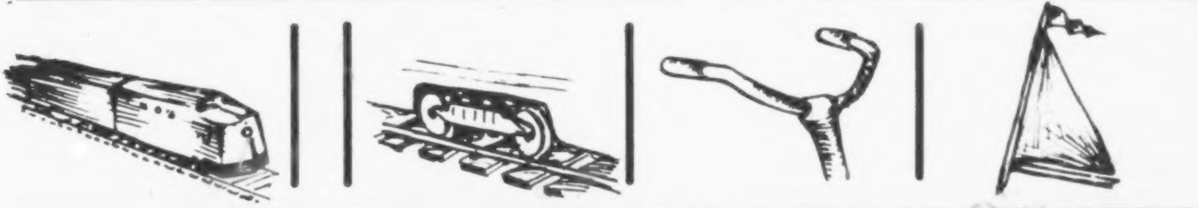
Do trains fly?
Do passenger trains carry people?
Do boats fly?
Do people travel?
Do cars run on a lake?
Does a sailboat need a motor?
Do trucks deliver things?
Do jets soar?
Do bicycles go on tracks?
Do cars travel?
Do freight trains carry things?

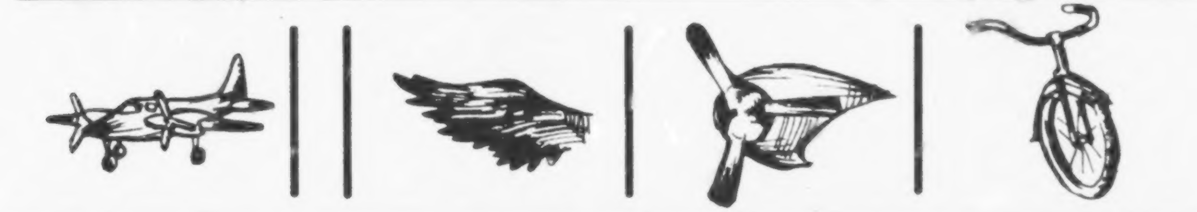
Help child find, cut out & paste pictures of transportation on a large paper divided & labeled as shown.

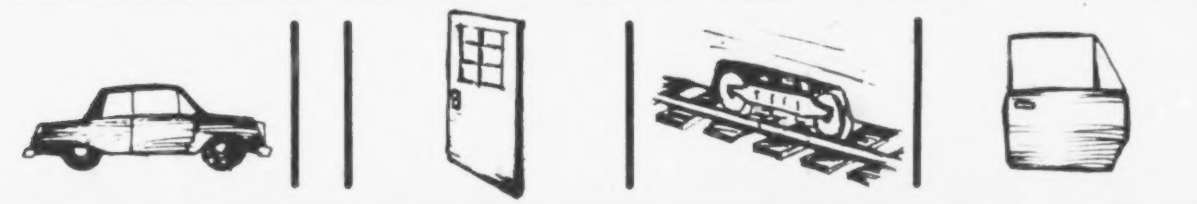

THING THAT GO
IN THE SKY
ON ROADS AND STREETS
ON AND IN WATER
ON TRACKS

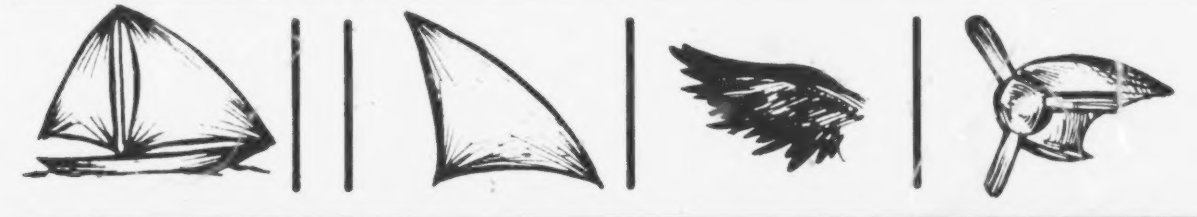
Example of finished paper

Arrange pictures as shown. Ask, "Which picture is part of the first one?"

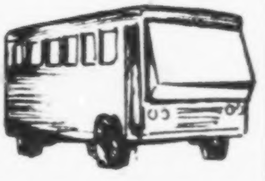
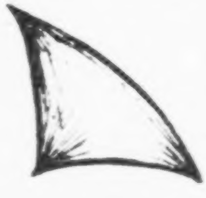
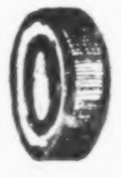
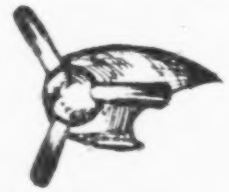


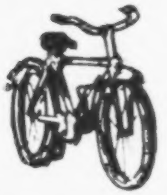
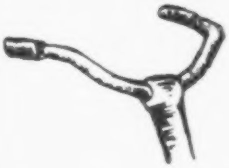
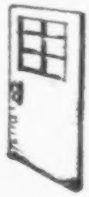
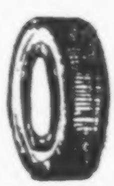




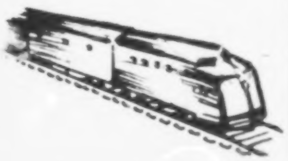
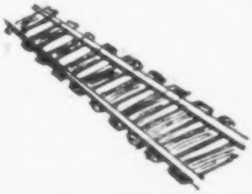
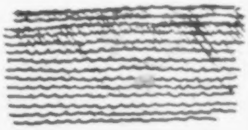
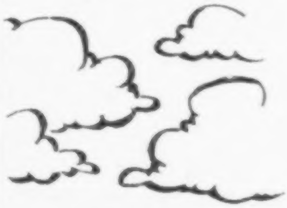


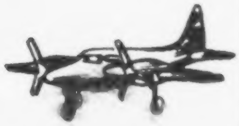
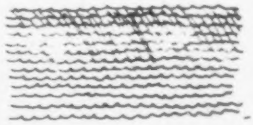
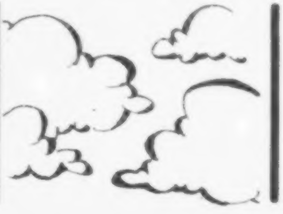
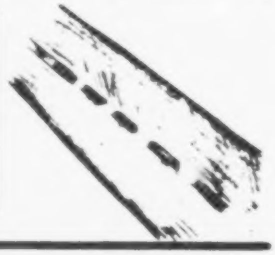
(continued)

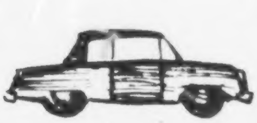
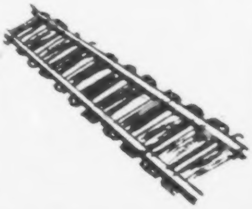





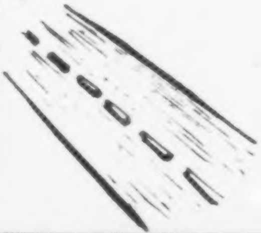





Arrange pictures as shown. Ask, "Which picture goes with the first one?"

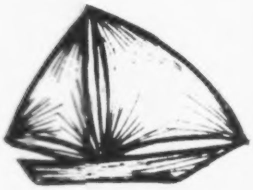
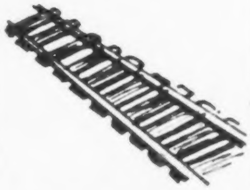
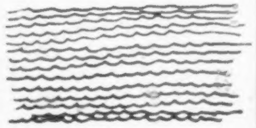
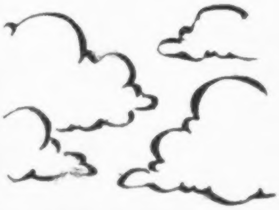





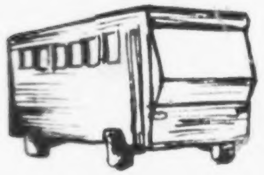
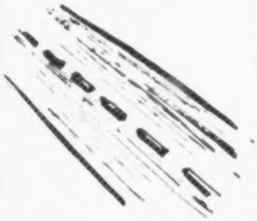
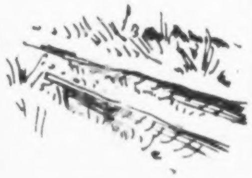
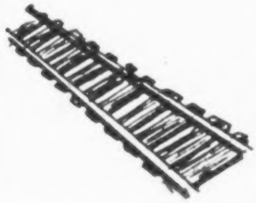





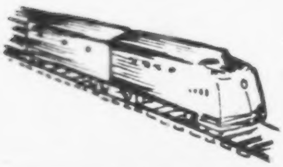
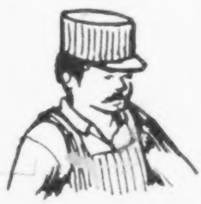
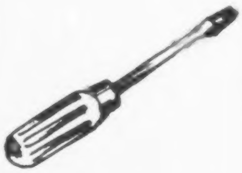
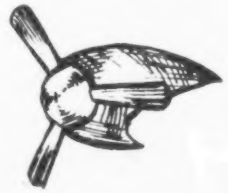


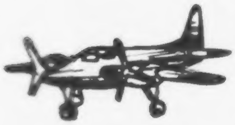
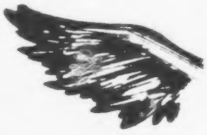
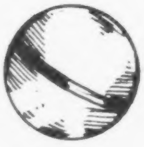
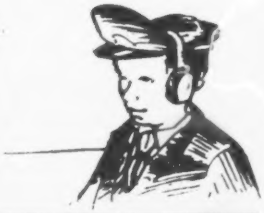
(continued)

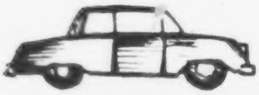
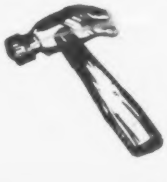
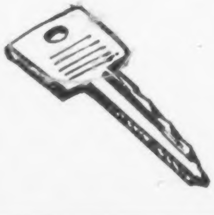
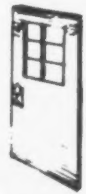





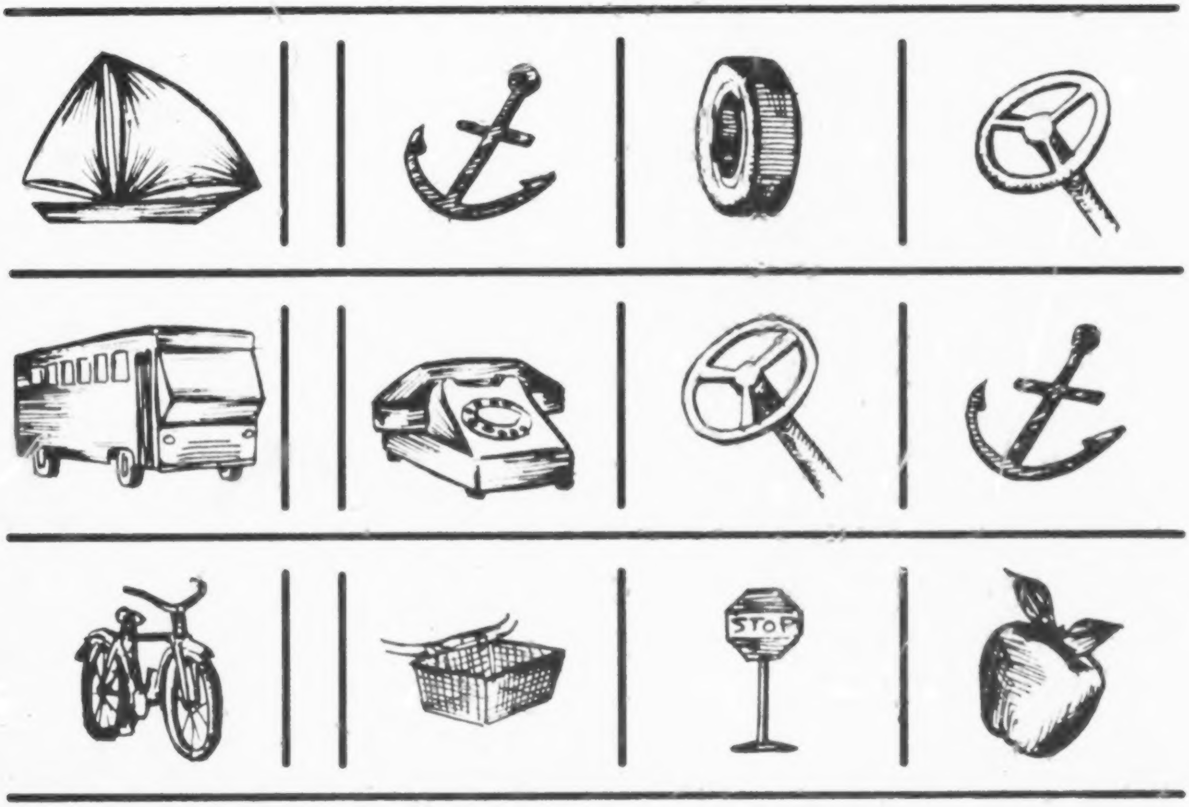
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

(continued)



▶ Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Trains go on tracks.
Cars go on (roads,streets,highways).

Airplanes go over the clouds.
Submarines go (under) the water.

The engine is first.
The caboose is (last).

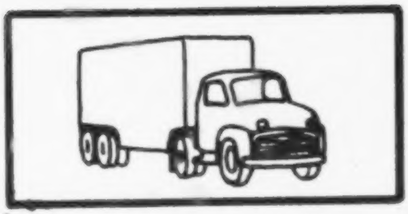
An airplane goes in the air.
A boat goes in the (water,lake,ocean).

An airplane is loud.
A sailboat is (quiet).

A jet goes fast.
A row boat goes (slow).

An ocean liner is big.
A row boat is (little).

▶ Use pictures of transportation; present one at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group	truck, transportation
Color	whatever colors make up the truck
Shape	big box, round wheels
Composition	steel, rubber, glass, paint
Function	carry things, deliver, travel
Major parts	body, wheels, engine, windows
Numerosity	two doors, eight wheels
Other Characteristics	big, shiny, new, old
Comparisons & Associations	bigger than a car, has a driver, travels on highways, carries heavy things

▶ Have child listen to the sentence and complete the sentence with an appropriate word.

A car can__________.
A car can__________.
A car cannot__________.

An airplane can__________.
An airplane can__________.
An airplane cannot__________.

A submarine can__________.
A submarine can__________.
A submarine cannot__________.

A boat can__________.
A boat can__________.
A boat cannot__________.

A helicopter can__________.
A helicopter can__________.
A helicopter cannot__________.

A bus can__________.
A bus can__________.
A bus cannot__________.

▶ Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me how..............."

a train goes
an airplane goes

"Show me what you do with..............."

a sail
a steering wheel
a boat oar
a bicycle

"Show me what..............."

a trainman does
a truck driver does

LOOK AND REMEMBER

Place 2, 3 or more pictures of transportation on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the car." If the child picks up the wrong picture, say, "You found the boat, now find the car."

WHICH IS MISSING?

Place 2, 3, 4 or more pictures of transportation on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing one.

MIX THEM-FIX THEM

Place 2, 3, or 4 pictures of transportation in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the pictures while the child is looking at them, this becomes an integrated auditory and visual memory task.

WHAT DID YOU HEAR?

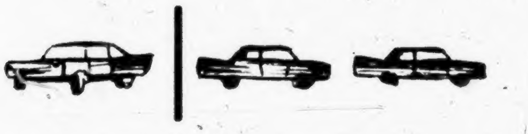
Name 2, 3, 4 or more types of transportation in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

Name 2, 3, 4 or more types of transportation in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

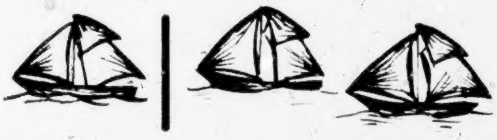
Say 2, 3, 4 or more numerals of a license plate. Ask the child to repeat in the same order the numerals he heard, or have the child place cards with the numerals or them in the correct order to make up the license plate number he heard.

WHAT'S IN THE BAG?
Put a car, a bus, an airplane, and other small transportation toys in a bag. Have child hold one item in the bag and, without looking at it, identify it. Have him take out the item to see if he was correct. If the child does not have the correct label or is non-verbal, have an identical set of items on the table so he can point to the one that he thinks is the same as the one he had picked in the bag.

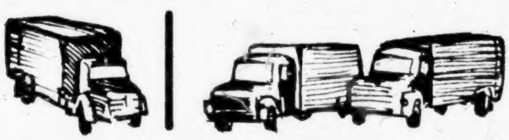
Use pictures of cars, boats, trucks, etc. Arrange them so you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of word.



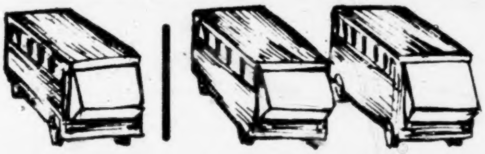
1 car 2 cars



1 boat 2 boats

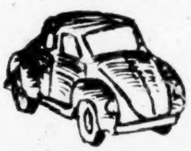


1 truck 2 trucks

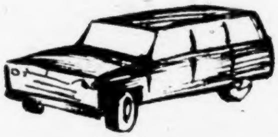


1 bus 2 busses

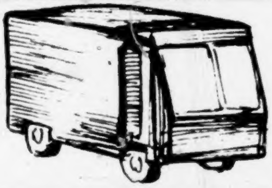
Have the child look at the pictures and repeat the comparatives as set up in the sample.



big

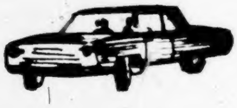


bigger

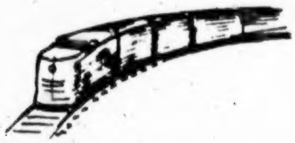


biggest

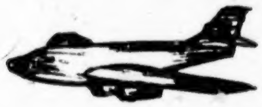
(continued)



fast



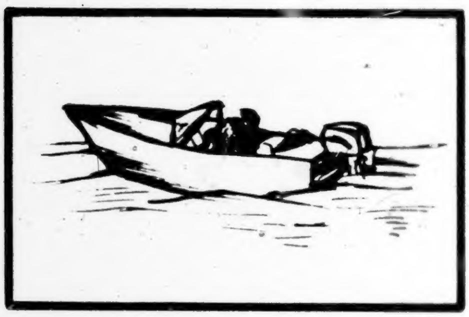
faster



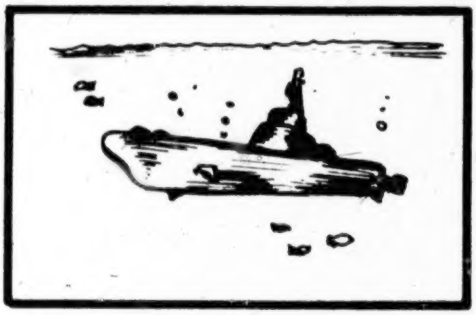
fastest

Have child listen to the sentence and complete the sentence with an appropriate word.

Where is this boat?



This boat is on the water



This boat is (under) the water.

Conjugate the following verbs. Have child repeat the correct verb forms.

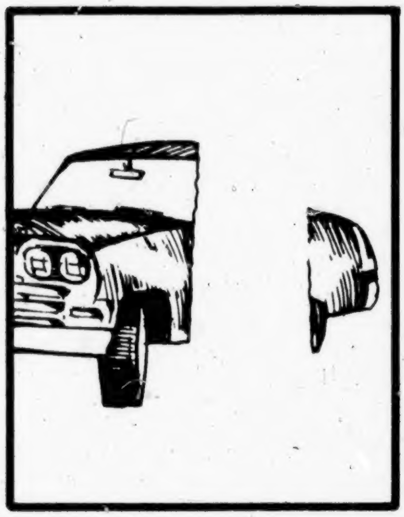
to go	to move	to travel

Example:

Present	Past	Future
Singular	Singular	Singular
I go	I went	I will go
You go	You went	You will go
He, she, it goes	He, she, it went	He, she, it will go
Plural	Plural	Plural
We go	We went	We will go
You go	You went	You will go
They go	They went	They will go

Visual Closure

▶ Find a picture of a type of transportation and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

Auditory Closure

▶ WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

t___ain	(train)	___ail ___oat	(sail boat)
___ubmarine	(submarine)	t___uck	(truck)
wa___er	(water)	___ail ___oad	(rail road)

Sound Blending

▶ Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

t___r___ai___n	(train)	o___c___ean	(ocean)
c___a___b	(cab)	s___tr___ee___t	(street)
h___igh___w___ay	(highway)	b___u___s	(bus)

Have your child look in the mirror (full length) and name the different body parts.

- Face/Head
  - eyes
    - eye (color)
    - eye brows (color)
    - eye lashes (color)
  - nose
  - mouth
  - ears
  - cheeks
  - chin
  - hair
    - [illegible]lor
    - length
    - specifics (bangs,braids,etc.)
- Neck
- Shoulders
- Arms
  - arm
  - elbow
  - hand
  - wrist
  - fingers
  - finger nails
- Body
  - chest
  - waist
  - stomach
- Legs
  - leg
  - knee
  - ankle
  - foot
  - toes
  - toe nails

THIS IS HOW I LOOK
Make puppets or draw the outline of the child on a large paper and mount. Draw in body parts, paying attention to color of hair, eyes, etc.

Discuss the function of each body part.

Have the child answer "yes" or "no" to the following questions:

Do you have hair on your arms?
Do you breathe water?
Can you bend your forehead?
Can you touch your ears with your tongue?
Does air come in and out through your nose?
Can you clap your hands?
Do you sing out of your ears?
Is your tongue wet?
Will your hands come off if you wash them all the time?
Can you pick up a book with your elbows?
Does a belt go around your thigh?

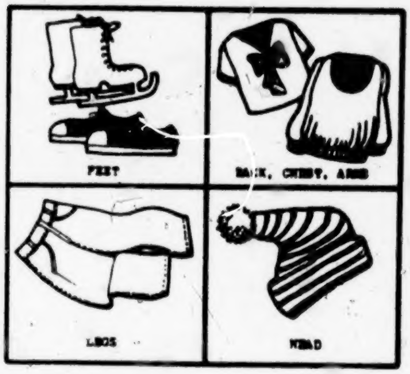
(continued)

Do you have three arms?
Do you stand on your feet?
Are your toes on your knees?
Does it hurt to cut off hair? Nails?
Are your fingers longer ~~than your toes?~~
Are your lips the same color as your chin?
Are your teeth the same color as your hair?
Do you hold a pencil between your toes?
Is my nose on my face?
Are my fingernails on my toes?
Do my wrists make my feet move?
Do my ankles make my hand move?
Do my eyelashes go up and down when I blink?
Does my tongue move?
Are my knees part of my leg?
Are my elbows part of my arms?
Do my ears sometimes get dirty?
Do you have hair on your head?
Do you crawl on your knees?
Do you have teeth in your mouth?

Have the child answer "yes" or "no" to the following questions:

Do you hug people with your arms?
Do you point with your ear?
Do you see with your eyes?
Do you taste with your tongue?
Do you smell with your elbow?
Do you wear gloves on your hands?
Do you wear socks on your feet?
Do you wear a watch on your ankle?
Do you wear a hat on your ankle?
Do you wear a belt around your head?
Do you kneel on your knees?
Does the food you eat go into your tummy?
Do you wear a necklace around your leg?
Do you bite with your fingers?
Do you hear with your eyes?
Do you comb your teeth?
Do you use shampoo on your hair?
Do you wear a ring on your foot?
Do you wear glasses on your arm?

✱ Help child find, cut out & paste pictures of clothes on a large paper divided and labeled as shown.



Example of finished sheet

Ask child to find: Two things he can wear on his feet; two things he can wear on his arms and shoulders, back and chest; one thing he can wear on his legs; and one thing he can wear on his head. Show the child his own clothing and demonstrate.

▶ Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

My ears are for hearing;
my eyes are for (seeing).

My teeth are for chewing
my tongue is for (tasting).

My fingers are long;
my toes are (short).

My chest is in front of me;
my back is (behind) me.

My wrist is part of my arm;
my ankle is part of my (leg).

My fingernails are on my fingers;
my toenails are on my (toes).

My cheeks are on my face;
my thighs are on my (legs).

My teeth are white;
my hair is (brown)(blond) (red).

I sneeze with my nose;
I cry with my (eyes).

My hands are for writing;
my feet are for (walking).

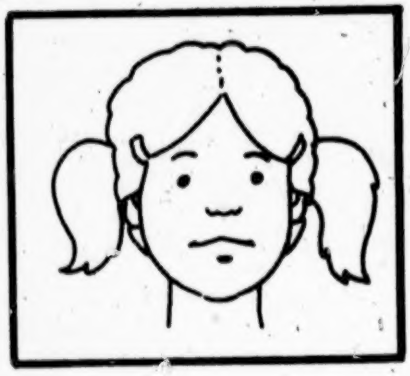
On my hands I wear mittens;
on my feet I wear (shoes) (socks).

My mouth is for eating;
my nose is for (smelling) (breathing).

Have child listen to the sentence and complete the sentence with an appropriate word.

You hear with your (ears) .
You see with your (eyes) .
You taste with your (tongue or mouth) .
You smell with your (nose) .
You feel with your (hands or skin) .
You think with your (brain) .
You wear a belt around your (waist) .
You hug people with your (arms) .
You wear a watch on your (wrist) .
We wear hats on our (heads) .
Mother wears bobby pins in her (hair) .
You kneel on your (knees) .
You wear socks on your (feet) .
You wear gloves on your (hands) .
A baby sucks with his (mouth or lips) .
The food you eat goes into your (stomach).
Girls wear necklaces around their (necks) .
Some girls put fingernail polish on their (fingernails) .
You bite and chew with your (teeth) .
A soldier marches with his rifle over his (shoulder) .
What part of your body do you listen with? (ears)
What part of the body would you play the piano with? (fingers)
You wear glasses for your (eyes) .
What part of your body do you comb? (hair)
What part of your body do you wash every morning? (face & hands)
What part of your body do you use a brush & paste to clean? (teeth)
On what part of your body do you use a shampoo? (hair)
On what part of your body do you wear a ring? (finger)
You hold or catch a ball with your (hands) .
You kick a ball with your (foot) .
What part of your body lets you bend your arm? (elbow)
What part of your body lets you bend your leg? (knee)
On what part of your body do you lie down? (back/front)
Ladies wear stockings on their (legs) .

Use pictures of body parts; present one picture at a time and have the child tell everything he can about the picture presented. Encourage the following information:



Name & Category or Group	face, head
Color	black, white, brown, sunburned
Shape	oval, round
Composition	skin, bone
Function	to show feelings (smile, frown), see, hear
Major parts	eyes, nose, mouth, cheeks, etc.
Numerosity	2 eyes, 1 mouth, 1 nose, etc.
Other Characteristics	fat, thin -(on top-in front)
Comparisons & Associations	ladies wear make-up; men have whiskers

Have child listen to the sentences and complete the sentence with an appropriate word.

Arms can__________.
Arms can__________.
Arms cannot__________.

Fingers can__________.
Fingers can__________.
Fingers cannot__________.

Mouths can__________.
Mouths can__________.
Mouths cannot__________.

Eyes can__________.
Eyes can__________.
Eyes cannot__________.

Legs can__________.
Legs can__________.
Legs cannot__________.

Necks can__________.
Necks can__________.
Necks cannot__________.

Teeth can__________.
Teeth can__________.
Teeth cannot__________.

Stomachs can__________.
Stomachs can__________.
Stomachs cannot__________.

Manual Expression

Ask the child to show any appropriate movement that can be done with each body part.

Demonstrate only if child has difficulty. Label the movement after the child performs. Example: "Show me what you can do with both hands. Good, you clapped your hands."

Show me what you can do with............

both hands
both feet
fingers
a knee
your mouth
your hair
one hand
one foot
a wrist
your eyes
your head

Visual Memory

LOOK AND REMEMBER
Place 2, 3 or more pictures of body parts on the table. The child's ability determines the number used. (You may have to start with two pictures and work up to more.) The child looks at each picture as you name it. Turn them face down. Then say, "Find the head." If the child picks up the wrong picture, say, "you found the feet, now find the head."

WHICH IS MISSING?
Place 2, 3, 4 or more pictures of body parts on the table. The child's ability determines the number used. The child closes his eyes and you remove one picture. He is to name the missing picture.

Visual Sequential Memory

MIX THEM-FIX THEM
Place 2, 3, or 4 pictures of body parts in a row on the table. The child's ability determines the number used. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child place the pictures in the original order. If he can do two, expand it to three, then to four, etc. If you name the body parts while the child is looking at them, this becomes an integrated auditory and visual memory task.

Auditory Sequential Memory

WHAT DID YOU HEAR?
Name 2, 3, 4 or more body parts in a sequence. Ask the child to repeat the names in order. The child's ability determines the number used.

Name 2, 3, 4 or more body parts in sequence. Then hand picture representations of each named to the child so he can put them in the order that he heard. Pictures must not be in the correct order when given to the child.

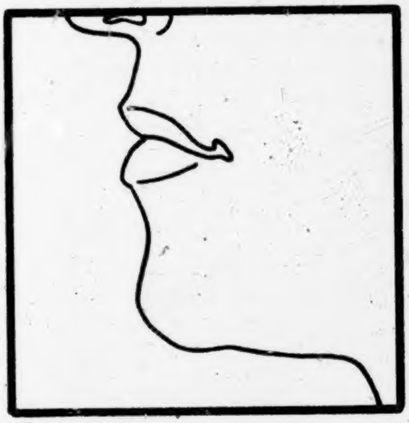
Kinesthetic Tactile Memory

Use a doll, have the child close his eyes and touch the doll's arm, hand, hair, etc. Ask child to identify the part which he touched.

Have child lie down and close his eyes. Touch a part of his body. Ask child to show or name the part that was touched.

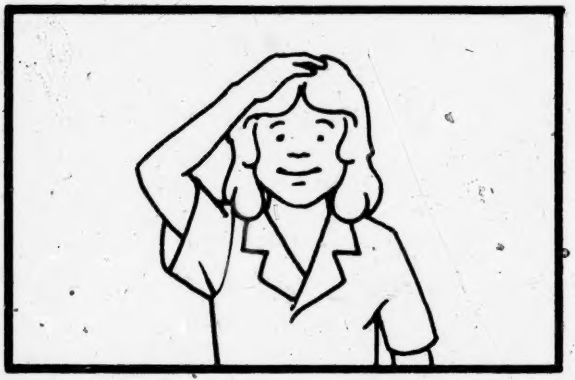
Visual Closure

Find a picture of a face and cut into sections. Show only a portion of the picture and have child identify it even though it is incomplete. If he can, ask child to show or tell what part(s) is/are missing.

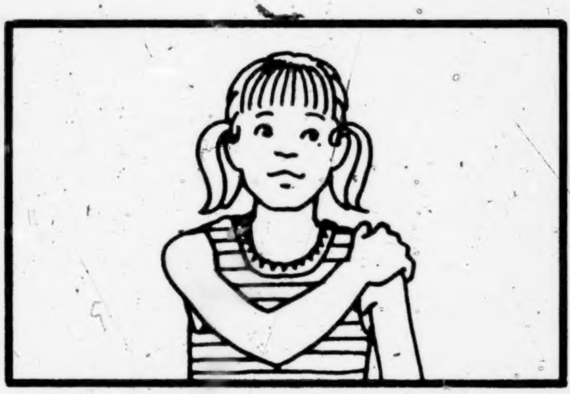


See appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

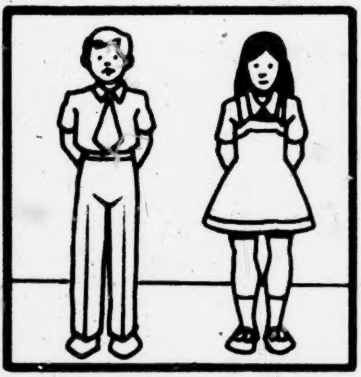
Have child listen to the sentences and complete each sentence with an appropriate word.



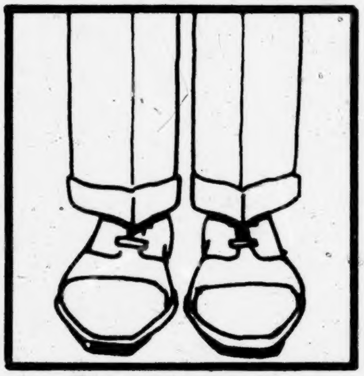
This girl's hand is on her head



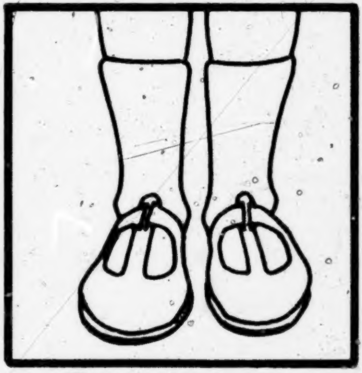
Where is this girl's hand?
It is on her (shoulder).



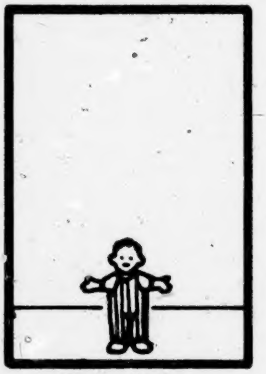
Each child has shoes on his feet.



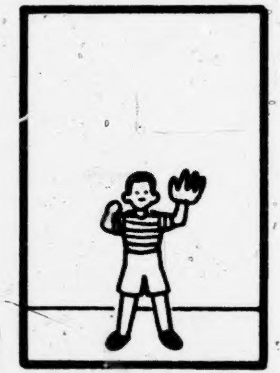
These shoes are on (his) feet.



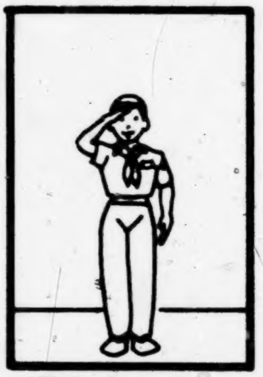
These shoes are on (her) feet.



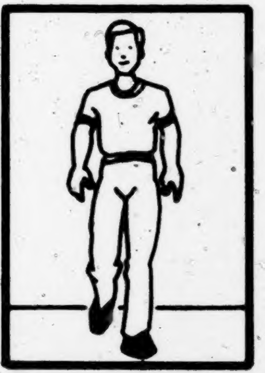
This baby is not big.



This child is (big).

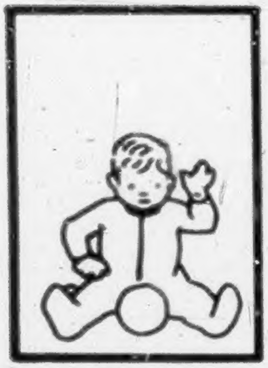


This boy is even (bigger).

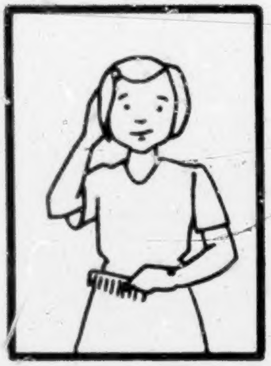


This man is the very (biggest).

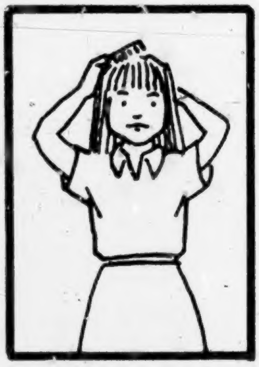
(continued)



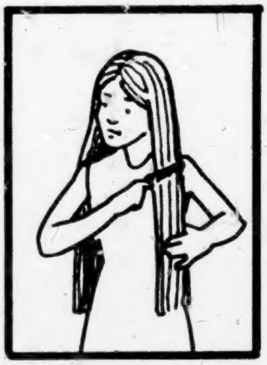
This baby's hair is not long.



This girl's hair is (long).

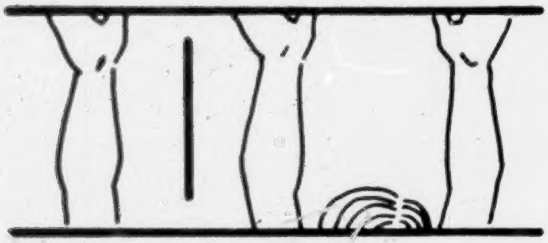


This girl's hair is even (longer).

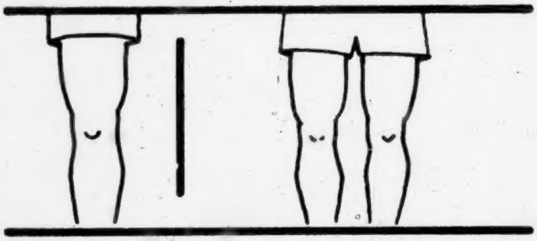


This girl's hair is the very (longest).

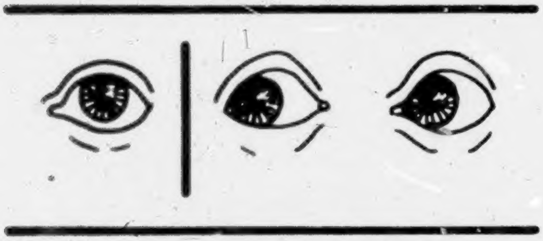
▶ Have child listen to the sentences and complete the sentences with an appropriate word.



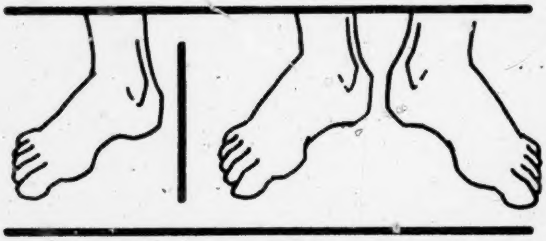
Here is one arm. Here are 2_______.



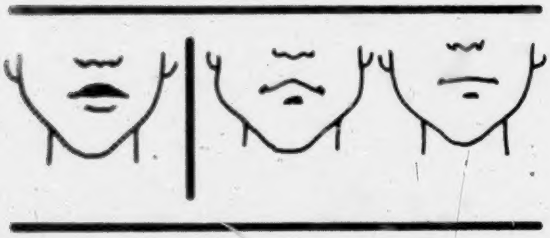
Here is one leg. Here are 2_______.



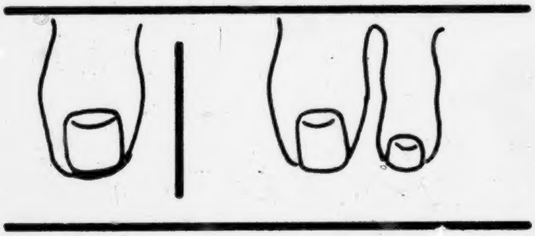
Here is one eye. Here are 2_______.



Here is one foot. Here are 2_______.

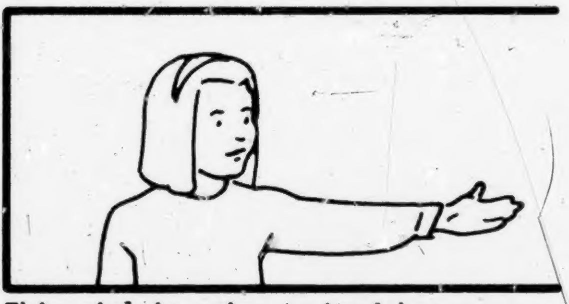


Here is one chin. Here are 2______.

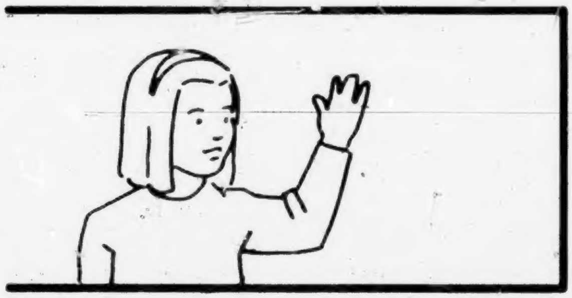


Here is one toe. Here are 2_______.

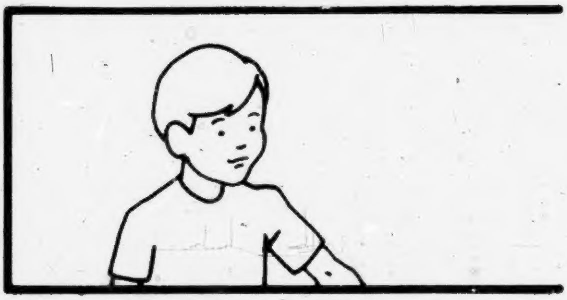
Have child listen to the sentences and complete each sentence with an appropriate word.



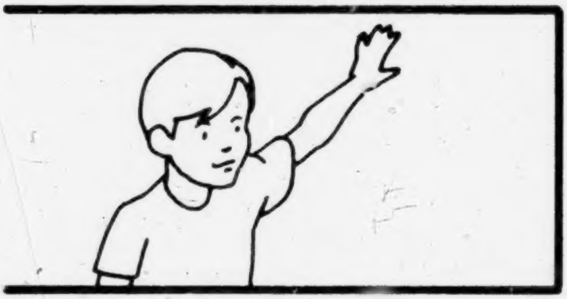
This girl is going to bend her arm.



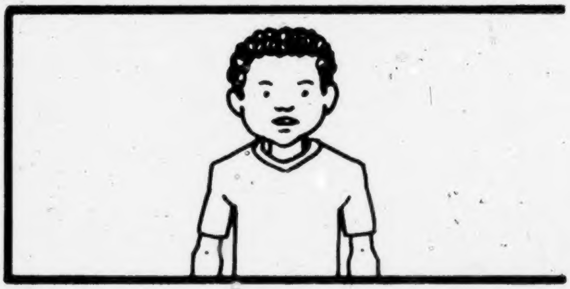
Now her arm is_________.



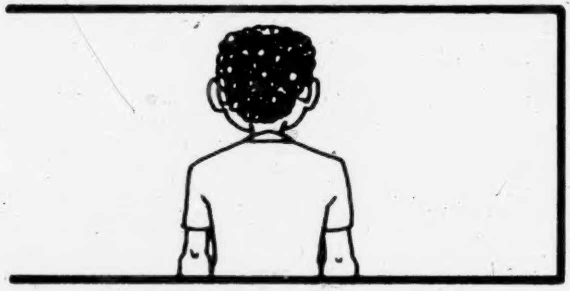
This boy is going to raise his arm.



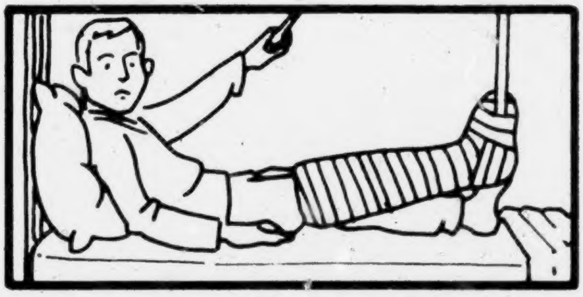
Now his arm is _________.



This boy is going to turn around.



Now this boy has_________around.



This man's leg is in a cast because his leg is _________.

Grammatic Closure

Conjugate the following verbs. Have child repeat the correct verb forms.

to stand	to move	to run

Example:

Present	Past	Future
Singular	Singular	Singular
I sit	I sat	I will sit
You sit	You sat	You will sit
He, she, it sits	He, she, it sat	He, she, it will sit
Plural	Plural	Plural
We sit	We sat	We will sit
You sit	You sat	You will sit
They sit	They sat	They will sit

Auditory Closure

WHAT DID I SAY?
Say the following words deleting the indicated sounds. Ask, "What am I saying?" The child is to say the word correctly, putting in all of the sounds.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

_____oot	(foot)	_____oe _____ail	(toe nail)
kn_____	(knee)	el_____ow	(elbow)
_____ack	(back)	mou_____	(mouth)
sh_____der	(shoulder)	an_____le	(ankle)

Sound Blending

Say the following words with a distinct break between the sounds and ask, "What did I say?" The child is to say the word correctly, blending the sounds together.

If the child cannot say the word(s), use pictures and have child select the correct picture from a group of three.

t___oe
m___ou___th
f___oo___t

ch___in
f___ing___er
el___b___ow

l___eg
ch___ee___k

Opposites and Analogies

Below are listed opposites and prepositions which you should discuss and demonstrate to the child when the occasion arises.

Examples:

The sun is hot today.
Hot oven, hot soup, hot water.
The refrigerator keeps things cold.
Cold snow, cold ice (let child feel ice.)
Let's put food, dishes on the table.
Let's put toys in the box.
Turn light on, off; stove on, off.
Stand up - sit down.
In the family, mother is a woman; father, man;
sister, girl; brother, boy.
Put gloves on hands; take hat off head.
Put boots on; take coat off etc.

Have child listen to the sentences and complete the sentence with an appropriate word.

A dollar is a rectangle;
a penny is__________.

A baseball is round;
a box is__________.

A kite is a diamond;
a cup is__________.

An apple is round;
a door is__________.

The sun is round;
the flag is__________.

A book is a rectangle;
a tire is__________.

A piece of pie is a triangle;
a plate is__________.

A piece of paper is a rectangle;
a ring is__________.

Have child listen to the sentences and complete the sentence with an appropriate word.

Potato chips are salty.
Candy is (sweet) .

Vinegar is sour.
Pretzels are (salty) .

French fries are salty.
Cake is (sweet) .

Coffee is bitter.
Lollipops are (sweet) .

Dill pickles are sour.
Ice cream is (sweet) .

Saltine crackers are salty.
Marshmallows are (sweet) .

Have child listen to the sentences and complete the sentence with an appropriate word.

A watermelon is big;
a berry is__________.

An apple is red;
a banana is__________.

A pineapple is rough;
an apple is__________.

A grape has few seeds;
a melon has__________seeds.

The apple has seeds inside;
the strawberry has seeds__________.

Have child listen to the sentences and complete the sentence with an appropriate word.

My knees are on my legs;
my elbows are on my (arms).

My ears are for hearing;
my eyes are for (seeing).

My teeth are for chewing;
my tongue is for (tasting).

My fingers are long;
my toes are (short).

My chest is in front;
my back is (behind).

My wrist is part of my arm;
my ankle is part of my (leg).

My fingernails are on my fingers;
my toenails are on my (toes).

My cheeks are on my face;
my thighs are on my (legs).

My teeth are white;
my hair is (brown, blond, red).

I sneeze with my nose;
I cry with my (eyes).

My hands are for writing;
my feet are for (walking).

On my hands I wear mittens;
on my feet I wear (shoes, socks).

My mouth is for eating & tasting;
my nose is for (smelling, breathing).

Have child listen to the sentences and complete the sentence with an appropriate word.

Pineapple is rough;
glass is (smooth).

Fire feels hot;
ice feels (cold).

Pillows are soft;
wood is (hard).

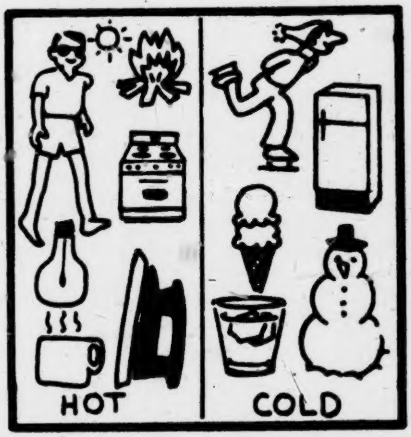
The cat's fur is soft;
the porcupine's quills are (rough).

An ice cream cone is cold.
an iron is (hot).

The sun makes the ground feel dry;
the rain makes the ground feel (wet).

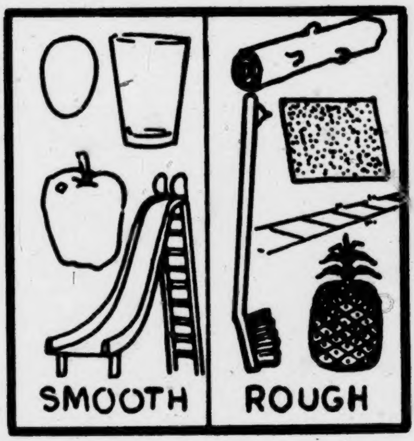
The end of an eraser is dull;
the point of a pencil is (sharp).

Help child find, cut out & paste pictures of things that feel hot and things that feel cold, on a large paper divided and labeled as shown below. Have child feel the real items.



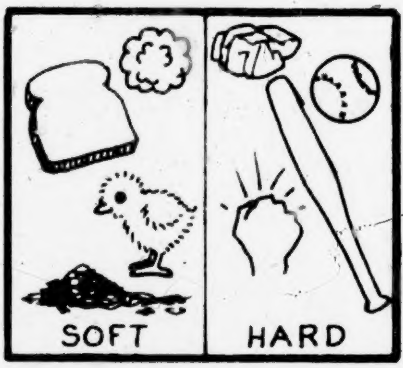
Example of finished sheet

Help child find, cut out & paste pictures of things that feel rough and things that feel smooth, on a large paper divided and labeled as shown below. Have child feel the real items.



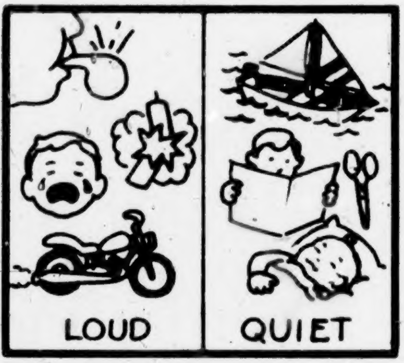
Example of finished sheet

Help child find, cut out & paste pictures of things that feel soft and things that feel hard, on a large paper divided and labeled as shown below. Have child feel the real items.



Example of finished sheet.

Help child find, cut out & paste pictures of things that make loud sounds and things that make quiet sounds, on a large paper divided and labeled as shown below. Try to listen to the sounds of items depicted in pictures.



Example of finished sheet

Have child listen to the sentences and complete the sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct pictures or objects with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

A plate goes on the table;
the cup goes on the (saucer).

A baseball goes with a bat;
a golfball goes with a (club).

Ice skates go with ice;
skis go with (snow).

An easel goes with paints;
a coloring book goes with (crayons).

A pail & shovel go with sand;
a boat goes with (water).

Balls bounce;
kites (fly).

A doll goes with a girl;
a football goes with a (boy).

Have child listen to the sentences and complete the sentence with an appropriate word.

Paint can cover walls;
carpets can cover (floors) .

We walk through doorways;
we look through (windows) .

Kitchen knives cut meat;
lawn mowers cut (grass) .

The bed is to sleep on;
the chair is to (sit on) .

Cooked food is to the stove,
as frozen food is to the (freezer) .

Stove belongs in the kitchen;
beds belong in the (bedroom) .

In front of my house is the street;
in back of my house is the (yard) .

Cows live in the barn;
people live in (houses) .

Have child listen to the sentences and complete the sentence with an appropriate word.

A lizard is small;
a dog is (large) .

A raccoon has fur;
a turtle has (a shell) .

A cat walks;
a snake (crawls, wriggles) .

A turtle lives in a bowl;
a bird lives in a (cage) .

A bird flies with its wings;
a fish swims with its (fins, flippers).

A rabbit has fur;
a fish has (scales) .

A gerbil's tail is long;
a rabbit's tail is (short) .

a squirrel has hair;
a bird has (feathers).

Have child listen to the sentences and complete the sentence with an appropriate word.

An airplane is loud;
a sailboat is (quiet).

An ocean liner is big;
a row boat is (little) .

A jet goes fast;
a row boat goes (slowly) .

The engine is first;
the caboose is (last) .

An airplane goes in the air;
a boat goes in the (water, lake, ocean).

Trains go on tracks;
cars go on (roads, streets, highways).

Airplanes go over the clouds;
submarines go (under) the water.

Have child listen to the sentences and complete the sentence with an appropriate word.

Lightning and thunder storms go with summer;
snow and sleet go with (winter).

March winds come in the spring;
the fourth of July is celebrated in (summer).

Kite flying is fun in the spring;
rolling in the leaves is fun in the (fall).

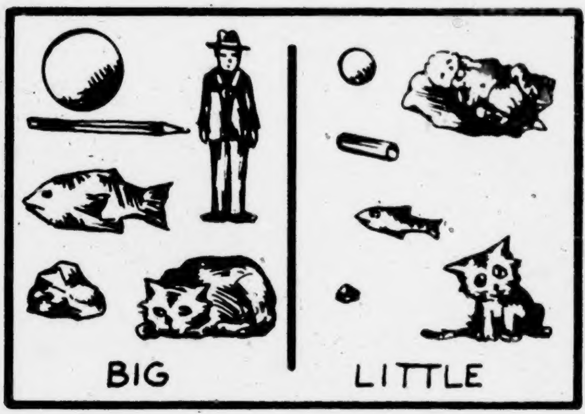
Families get together for Thanksgiving in the fall;
families get together for Christmas parties in the (winter).

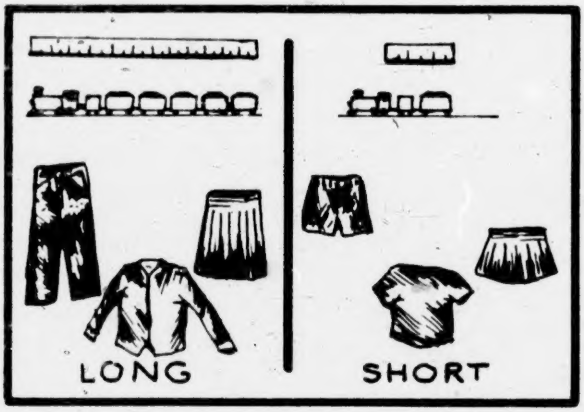
April showers help flowers to grow in spring;
July sunshine helps flowers to bloom in (summer).

The farmer plants his crop in the spring;
the farmer harvests his crop in the (summer/fall).

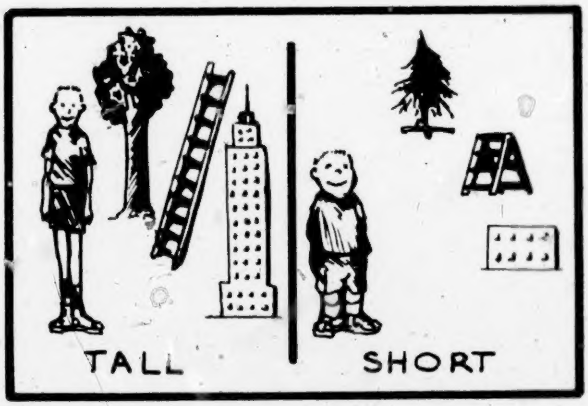
Children go sleigh riding in the winter;
children go swimming in the (summer).

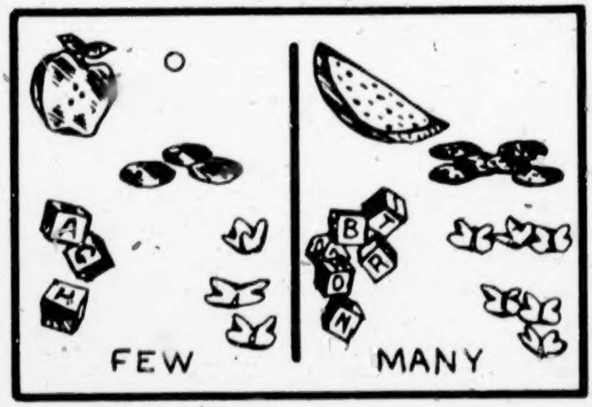
Using pictures arranged as shown below, simply label and categorize.



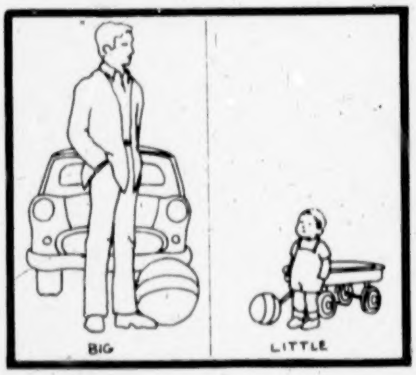


(continued)





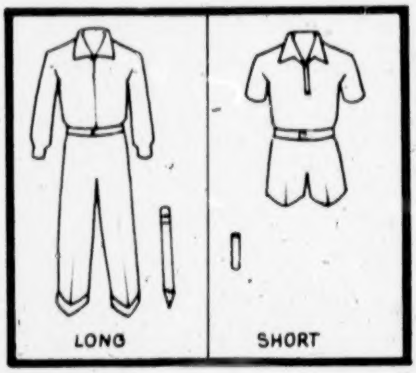
LOOK & SEE - SIZE
Help child find, cut out & paste pictures of different sized objects on a large paper divided & labeled as shown.



Example of finished paper

Show the real objects and examples if possible. Showing the real object is most important. Have child close his eyes so he can feel the difference.

LOOK & SEE - SIZE
Help child find, cut out & paste pictures of different sized objects on a large paper divided & labeled as shown.

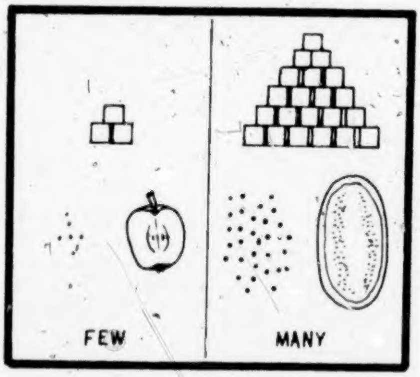


Example of finished paper

Show the real objects and examples if possible. Showing the real is most important. Have child close his eyes so he can feel the difference in size.

LOOK & SEE - HOW MANY

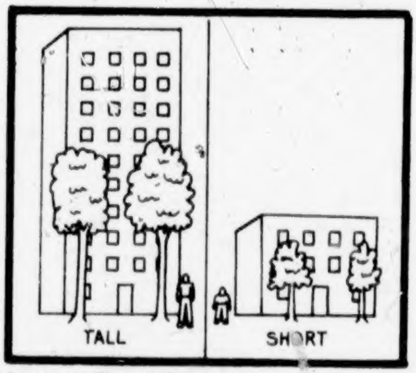
Help child find, cut out & paste pictures of groups of objects on a large paper divided & labeled as shown below.



Example of finished paper

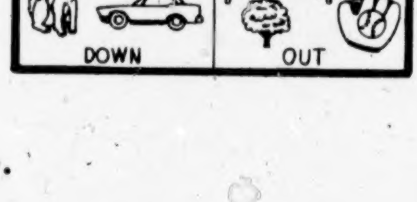
LOOK & SEE - SIZE

Help child find, cut out & paste pictures of different sized objects on a large paper divided & labeled as shown below.



Show the real objects & examples if possible. Using the real object is most important.

Help child find, cut out & paste pictures listed below on a large piece of paper divided & labeled as shown below.



A toy that goes up in the air.
Something that I can find down on the ground.
Something I can (ride, travel) that goes up in the air.
Something that is in my house.
Something that can be found outside.

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is a boy;
Mary is a (girl) .

A boy is a brother;
a girl is a (sister) .

I can nod my head yes;
and I can shake my head (no) .

Red light says stop;
green light says (go) .

An elephant is big;
a kitten is (little) .

Mother is a woman;
Daddy is a (man) .

I wear a bathing suit when it is hot;
I wear mittens when it is (cold) .

When I come in I say "Hello"
When I go out I say " (goodbye)".

When mother cooks she turns the stove on.
When she is finished she turns it (off).

I can stand up or
I can sit (down) .

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is a boy;
Mary is a (girl) .

On the ladder I go up;
and on the slide I go (down).

I can shake my head yes;
and I can shake my head (no) .

When my mommy cooks, she turns the stove on;
and when she is finished, she turns it (off).

My mommy is a lady;
my daddy is a (man) .

Boys are brothers;
girls are (sisters) .

The street is in front of my house;
our garden is (in back) or (behind) .

When I come in I say, "Hello;"
when I go out I say, " (goodbye)."

Red light says stop;
green light says (go) .

(continued)

My mommy puts my lunch in a bag;
When I am ready to eat I take it (out).

An elephant is very big;
a mouse is very (little).

The stove keeps our food hot.
the refrigerator keeps our food (cold).

The dog will stay out if the door is closed;
the dog will come in when the door is (opened).

Have child listen to the sentences and complete the sentence with an appropriate word.

Tom is a boy;
Betty is a (girl).

I can stand up or
I can sit (down).

I could do it so I said "yes";
I could not do it so I said "(no)".

When I want to watch TV I turn it on.
When I am finished watching I turn it (off).

Mother is a woman;
Father is a (man).

A boy is a brother;
a girl is a (sister).

The first one in line is in front;
the last one is in (back).

Red light says stop;
green light says (go).

When I want to play I take my toys out of the toybox.
when I am finished I put them back (in).

An elephant is big;
a kitten is (little).

I wear a bathing suit when it is hot;
I wear mittens when it is (cold).

(continued)

I can open the door and
I can (close) the door.

When I came to school I said, "Hello;"
when I left I said, "goodbye."

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

Noise from a trumpet is loud;
noise from wind blowing is (quiet).

The car horn is loud;
the steering wheel moving is (quiet).

A boat sailing in water is quiet;
a car driving on the road is (loud).

Vacuuming the floor is loud;
sewing material by hand is (quiet).

Shooting a gun is loud;
reading the paper is (quiet).

Fish swimming in a bowl are quiet;
a baby crying is (loud).

Rain falling is quiet;
thunder rolling is (loud).

A dog barking is loud;
children whispering is (quiet).

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

Flowers smell sweet;
vinegar smells (sour).

Oranges smell good;
fumes from a bus smell (bad).

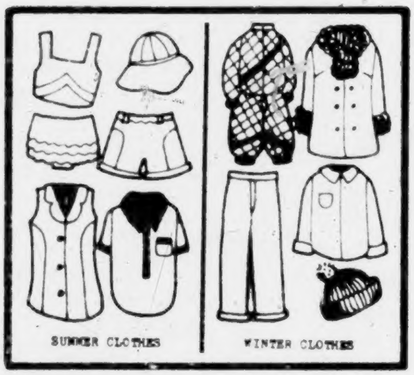
Some things have a smell that is strong;
some things have a smell that is (weak).

Gasoline smells bad;
cookies baking smell (good).

The barn smells bad;
the rose garden smells (good).

Some pickles smell sour;
perfume smells (sweet).

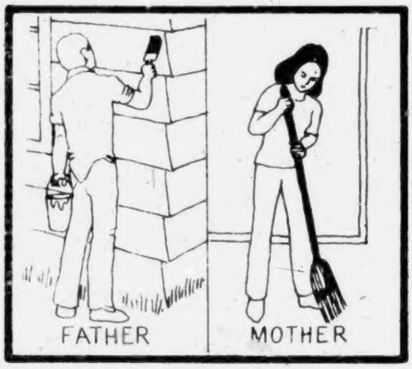
Help child find, cut out & paste pictures of clothes on a large piece of paper divided & labeled as shown.



Example of finished sheet

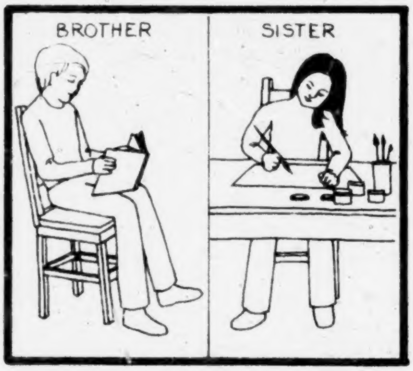
Use sentences explaining the appropriate time to wear each. Example: "You wear (short pants, short sleeves, sleeveless blouses, bathing suits, etc.) when it is hot in the summer." "You wear (long sleeves, long pants, sweaters, coats, etc.) when it gets cold in the winter." Get your child's own clothes and demonstrate the difference. Showing the real object is most important

Help child find, cut out & paste pictures of jobs & activities that mother and father might do at home and at work, on a large paper divided & labeled as shown below.



Example of finished paper

Help child find, cut out & paste pictures of activities and jobs brother(s) and sister(s) might do at home, at play, or at school, on a large paper divided and labeled as shown below.



Example of finished paper

Have child listen to the sentences and complete the sentence with an appropriate word.

A boy is to brother
as girl is to (sister).

Man is to woman
as grandfather is to (grandmother).

Man is to uncle
as woman is to (aunt).

Man is to husband
as woman is to (wife).

Man is to father
as woman is to (mother).

Read one of the words in each pair and have the child supply the correct opposite.

boy - girl
man - woman
uncle - aunt
grandfather - grandmother
brother - sister
father - mother
husband - wife

Have child listen to the sentences and complete the sentence with an appropriate word.

Pants are worn by boys;
dresses are worn by (girls).

A house is big;
a spoon is (little).

Food I like tastes good;
food I do not like tastes (bad).

The doctor is a man;
the nurse is a (woman).

The fire is hot;
the ice is (cold).

To eat dinner I go inside;
to swing I go (outside).

Tree branches grow up;
tree roots grow (down).

The baseball belongs to my brother;
the puzzle belongs to my (sister).

When I agree I nod my head yes;
When I do not agree I shake my head (no).

When I go to school I say "Hello";
when I leave school I say ("goodbye").

Writing puts words on the paper;
erasing takes words (off).

When I talk my mouth is open;
when I'm quiet my mouth is (closed).

Read one word and have the child supply the opposite. Fast recall is what is wanted. If the child has difficulty give him an analogy. For example; "Bob is a boy, Mary is a (girl).", and then try for the one word recall.

boy - girl
brother - sister
yes - no
big - little
up - down
man - woman
hello - goodbye
open - close

mother - father
good - bad
stop - go
in - out
front - back
hot - cold
on - off

Have child listen to the sentences and complete the sentence with an appropriate word.

I have a left hand;
I have a (right) hand.

My coat is not new;
it is (old).

Rocks are hard;
cotton is (soft).

I am awake during the day;
I am asleep at (night).

If I eat too much, I will get fat;
If I don't eat enough, I will get (thin).

A horse goes fast;
a turtle goes (slow).

I go to school to work;
I go outside to (play).

During the day it is light;
at night it is (dark).

I can use my outside voice which is loud.
I can use my inside voice which is (quiet).

Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is tall.
Mary is not tall; she is (short).

On the slide I start at the top
and slide to the (bottom).

(continued)

To move the table I must push.
To get the shade down I must (pull).

It is very cold in the winter.
It is very hot in the (summer).

Throw the ball over the fence.
Roll the ball (under) the fence.

A load of bricks is heavy.
a cake of soap is (light).

This work I got right.
I made a mistake and did this work (wrong).

The car's heallights are in front;
the trunk is in the (back).

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

An elephant is very strong.
A bug is very (weak).

The pencil is long.
The chalk is (short).

Sandpaper is rough.
My face is (smooth).

I can go slowly and walk.
I can go fast and (run).

I pour my milk to make my glass full.
I drink my milk to make my glass (empty).

I wash my hands and they are wet.
I use a towel and they are (dry).

I try to get to school early.
Sometimes I am (late).

Under my feet is the floor.
Over my head is the (ceiling).

▶ Have child listen to the sentences and complete the sentence with an appropriate word.

When I got my bank it was empty.
I have saved a lot of money, now it is (full).

Daddy is strong.
A baby is (weak).

When I play with a buggy I push.
When I play with my wagon I (pull).

(continued)

The swimming pools are filled with people in the summer,
but they are empty in the (winter).

Five books are heavy.
One book is (light).

Over my head is the ceiling.
Under my feet is the (floor).

When the clothes go in the washer they are dirty.
When they come out they are (clean).

When I am in a hurry I run,
but when I am not in a hurry I (walk).

I made one mistake and got that question wrong,
but the rest of the work I got (right).

In the morning I try to be early,
but sometimes I stop to play and I am (late).

Read one word and have the child supply the opposite. Fast recall is what is wanted. If the child has difficulty, give him an analogy. For example, "I have a left hand and a (right) hand." Then try for the one word recall.

left	-	right	high	-	low
new	-	old	fast	-	slow
soft	-	hard	night	-	day
night	-	day	work	-	play
happy	-	sad	dark	-	light
fat	-	thin	loud	-	quiet
tall	-	short	top	-	bottom
above	-	below	give	-	take
push	-	pull	winter	-	summer
over	-	under	heavy	-	light
wrong	-	right	empty	-	full
strong	-	weak	long	-	short
rough	-	smooth	early	-	late
run	-	walk	wet	-	dry
floor	-	ceiling			

Have child listen to the sentences and complete the sentence with an appropriate word.

A home run is to hit as
an error is to (miss) .

Before supper I am hungry.
After supper I am (full) .

A lemon is sour.
Candy is (sweet).

The man and woman got married.
The man became the husband;
the woman became the (wife) .

It gets light in the morning.
It gets dark in the (evening) .

I walk to school because it is near.
I ride to the store because it is (far).

I fell in the mud so I was dirty.
I took a bath and then I was (clean) .

The compass said we were going north.
We turned around and we went (south) .

Have child listen to the sentences and complete the sentence with an appropriate word.

Look down and see the ground;
look up and see the (sky).

A joke makes me laugh.
A fall makes me (cry) .

The basket was round;
the box was (square) .

I get money when I sell.
I give money when I (buy) .

I went to the doctor because I felt sick.
The medicine he gave me made me (well) .

When I come early I am first.
When I come late I am (last) .

Our dog ran away; it was lost.
A boy brought him home;
the dog had been (found) .

Clothes that are too big are loose.
Clothes that are too small are (tight).

Read one word and have the child supply the opposite. Fast recall is what is wanted. If your child has difficulty, give him an analogy. For Example, "Look down and see the ground; look up and see the (sky).", and then try for the one word recall.

ground - sky
first - last
square - round
buy - sell
hit - miss
near - far
dirty - clean
north - south

laugh - cry
lost - found
loose - tight
sick - well
morning - evening
hungry - full
sour - sweet
husband - wife

MAKE IT THE OPPOSITE
Read each sentence and ask the child to make it the opposite; if he can, ask him to repeat the complete sentence.

If the child has trouble with this, help him by asking, "Do you know the word we want to change to make it say the opposite?" (If he says "No", tell him the word." Ask, "What is the opposite of that word?" (i.e. #1 sentence - big - little.)

I have a big ball.
My mother said "Yes."
My daddy is here.
I have a brother.
Close the door.
Climb up the ladder
This cup of coffee is hot.
This is my old coat.
I like to play.
My dog is very fat.
I will give you the book.
I lost my hat.
The table is round
Did you hit the ball?
I am full.
The birds flew north.
Bob is very weak.
This paper is rough.
I told my dog to run.
The bird is on the ground.
Bob is first in line.

Put the book on the top shelf.
Turn the TV off.
Get in the car. (out of)
Everybody stand up.
The policeman said, "Stop;"
My glass is empty.
Raise your left hand.
This pillow is soft.
That story makes me sad.
Bob is tall.
Winter will be here soon.
My shoes are too loose.
I am well.
My house is near school.
My shirt is dirty.
This rack is light.
My pencil is long.
Mary came to the party early.
The clothes are wet.
The baby is crying.

Say to the child, "SHOW ME with your body - using your hands, eyes, or however you can, the opposite of the word I say."

Remember - do not tell me - SHOW ME. If I say open, you show me the opposite, close. Close the door; close your fist; close your eyes - or whatever you want to do to show me the opposite.

SHOW ME the opposite of:

hot
off
close
boy
rough

big
down
inside
happy

play
noisy/loud
night
floor

Ask the child to use his body to demonstrate the following pairs of words.

big - little
long - short
tall - short
fat - thin(skinny)

Have child listen to the sentences and complete the sentence with an appropriate word.

A grape has few seeds.
Melons have (many) seeds.

A watermelon is large;
but a berry is (small).

A maple tree is tall;
a bush is(short).

The apple has seeds inside;
The strawberry has seeds (outside).

The outside of a pineapple is rough;
the outside of a pear is (smooth).

When the boy walks he goes slowly;
When he runs he goes (rapidly).

When you pour the milk, your glass is full;
but after you drink the milk, the glass is (empty).

Have child listen to the sentences and complete the sentence with an appropriate word.

Tree is to apple as
hen is to (egg).

First is to last as
early is to (late.

A carpenter is to wood as
a painter is to (paint).

Wheels are to cars as
legs are to (people).

Girls are to mothers as
boys are to (fathers).

All is to many as
some is to (few).

Shoes are to feet as
gloves are to (hands).

Trees are to yards as
books are to (libraries).

Have child listen to the sentences and complete the sentence with an appropriate word.

Music is to notes as
books are to (words).

Hot is to cold as
fire is to (ice).

Fish is to swim as
bird is to (fly).

Tulips are to spring as
leaves are to (summer).

Car is to street as
boat is to(river, ocean, pond, etc.).

Notes are to music as
print is to (books).

Walk is to slow as
run is to (fast).

Pineapple is to rough as
apple is to (smooth).

Swimming is to summer as
skiing is to (winter).

Have child listen to the sentences and complete the sentence with an appropriate word.

Train is to tracks as
airplane is to (sky).

First is to last as
engine is to (caboose).

Fish is to water as
bird is to (air).

Peach is to fruit as
chair is to (furniture).

Top is to bottom as
head is to (foot).

Engine is to caboose as
head is to (feet).

Dog is to animal as
ball is to (toy).

Jump is to cat as
fly is to (bird).

Have child listen to the sentences and complete the sentence with an appropriate word.

Right is to left as
above is to(below) .

A tree is to tall as
a bush is to (short) .

New is to bright as
old is to (dull) .

Night is to sunset as
day is to (dawn) .

A giant is to tall as
a pigmy is to (short).

Airplane is to loud as a
sailboat is to (quiet) .

Dawn is to light as
sunset is to (dark) .

Today is to now as
yesterday is to (then) .

Have child listen to the sentences and complete each sentence with an appropriate word.

Take is to took as
make is to (made) .

We is to our as
you is to (your) .

Work is to worked as
See is to (seen) .

Plant is to planted as
run is to (ran) .

I is to am as
you is to (are) .

Do is to did as
go is to (went) .

Foot is to feet as
tooth is to (teeth) .

It is to book as
she is to (girl) .

Bird is to birds as
dress is to (dresses) .

He is to him as
she is to (her) .

They is to their as
we is to (our) .

It is to itself as
they is to (themselves) .

He is to his as
she is to (hers) .

I is to was as
you is to (were) .

Am is to was as
have is to (had) .

Mouse is to mice as
child is to (children) .

Man is to men as
woman is to (women).

Leaf is to leaves as
knife is to (knives) .

(continued)

Big is to bigger as
good is to (better) .

Tall is to tallest as
small is to (smallest) .

Deer is to many deer as
one sheep is to many (sheep) .

Auditory Closure

Say the first word in each pair, then say the second word deleting the indicated sounds. Ask "What opposite word did I say?" The child is to say the word correctly putting in all the sounds.

hot	___old	(cold)	fat	ski___y	(skinny)
big	sma___	(small)	back	f___ont	(front)
top	bo___om	(bottom)	cry	___augh	(laugh)
tall	___ort	(short)	sky	g__ou__d	(ground)
day	___ight	(night)			

Sound Blending

Say the first word in each pair, then say the second word with a distinct break between the sounds. Ask "What opposite word did I say?" The child is to say the word correctly blending all the sounds.

hot	c-o-ld	fat	th-i-n
big	sm-a-ll	front	b-e-hi-n-d
top	b-o-tt-o-m	cry	l-au-gh
tall	sh-or-t	sky	gr-ou-n-d
day	n-igh-t		

Definition

Visual Reception is the ability to interpret and grasp the meaning of pictures and visual symbols ..... to understand what is seen:

Sampling Procedure

A suggested method for examining the child's capabilities in this area is through the use of pictures, so that the non-reader suffers no disadvantage. The child is shown a stimulus picture -- a banana. The examiner points and says, "See this." The child is then given four other pictures -- apple, half-moon, monkey, pie. The examiner, with a scanning gesture, points to the group of pictures and says, "Find one here." The child must point to, not name, one of the four choices. The acceptable choice is the one picture which illustrates the same category or idea as the stimulus picture, (i.e., conceptually similar). The correct choice in this situation is the apple.

Note: The other choices should promote investigation by the child as they include pictures that have:
(1) structural similarity to the stimulus picture -- half-moon, or
(2) some relationship with the stimulus picture - pie, monkey.

Barring the chance factor, when the child points to the correct picture, he indicates that he has interpreted all the pictures and comprehended their meaning.

Deficit Remediation

Visual Reception is an intricate area, and one should bear in mind the following prerequisite abilities:

(1) Visual acuity - any existing visual problems need correction;
(2) Visual attention - the ability of the eyes to fixate on a visual presentation long enough to grasp it;
(3) Basic childhood knowledge and experience;
(4) Visual-Motor Perception - judgments made by the eyes that determine body actions (When a person wants to sit, he can place his body onto a chair. He estimates correctly and does not find himself on the floor.);
(5) Basic Fine Motor Skills (cutting, etc.);
(6) Figure/Ground Perception - the ability to see shapes when veiled by other visual material, (finding the bird in the bush).

The development of skills in visual reception requires a program of activities that will help the child attach meaning to what he looks at. The initial stage of this program must first be directed toward helping the child develop an attitude appropriate to observation. Train the child to notice and name what he sees. If the child cannot identify what he sees, the instructor should supply the label. For this purpose, one can provide experiences through simple outings - to the playground, to the grocery store, to the library and help the child see, touch, and label the things available in the environment. (Later use pictures as a substitute for the experiences.) Play a game to sharpen his observational skill and see how many more things he can name each time and keep a record. A scrapbook of pictures related to each of the experiences would enrich the skill.

The next phase of the program should work with the child to expand this observational skill into discrimination ability. Teach the child to recognize similarities and differences. Sorting things by size, shape, color, and position (up, down, front, back, etc.) is a valuable technique to instill this training.

The succeeding stages of a program geared to acquiring information visually deals with a series of matching tasks that begin with the real object and take the child through the level of interpreting the underlying concept of what he sees. The aim here is to establish the notion of "sameness".

The structure of such a series is set up as follows: In each step, the instructor holds the stimulus material (see center column, below) in her hand and presents it to the child for matching. The child must then make his choice from a selection of materials (see column far right, below) set out before him.

STEP	TASK	STIMULUS MATERIAL	SELECTION MATERIAL
ONE	Match item to identical item	Red apple	Cup, boy, car, another red apple
TWO	Match item to item like it	Red apple	Green apple, spoon, ball
THREE	Match item to picture of same	Red apple	Picture of a fish, picture of a person, picture of a red apple
FOUR	Match picture to picture like it	Picture of an apple	Picture of a house, picture of another apple, picture of a flower

STEP	TASK	STIMULUS MATERIAL	SELECTION MATERIAL
(NOTE: Series now departs from sameness in structure and moves toward sameness in concept.)			
FIVE	Match food to food	Picture of an apple	Picture of a car, picture of ice cream, picture of a table
SIX	Match fruit to fruit	Picture of an apple	Picture of a tree, picture of a worm, picture of an orange
SEVEN	Match fruit to fruit	Picture of an apple	Picture of a banana, picture of a sandwich, picture of milk
(Note: Series now moves into an expansion of the concept.)			
EIGHT	Match item to item in another form	Picture of an apple	Picture of meat, picture of applesauce, apple juice, etc., picture of popcorn

Amplification of a visual reception program should include activities that help the child to interpret the meaning of visual information that one gets from other sources such as gestures ("Come here", "Yes-No", "I don't know"), facial expressions (happiness, sadness, anger), body posture and movement (waving, running, fatigue), symbols (traffic light, arrows), and helping the child to comprehend the printed word.

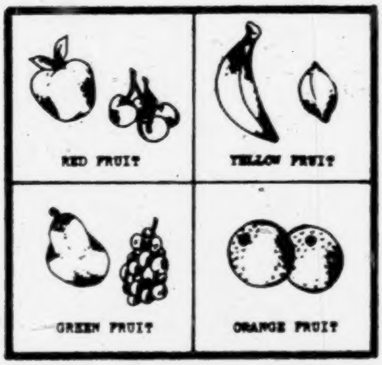
Color

Help child find, cut out, & paste on a sheet of paper all the pictures he can find on things that are (specify color).

Use the sentence: The (ball) is (red).
Go through the house or classroom pointing out all the things that are the same color.

Food

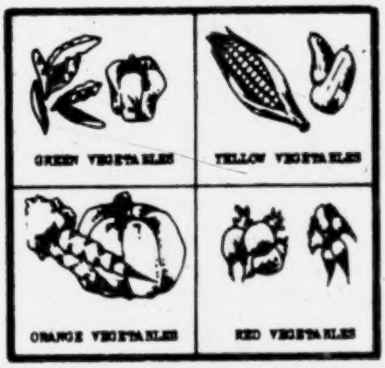
Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of fruit in each division. When completed, use the real or artificial fruit and match each to its corresponding picture.


RED FRUIT
YELLOW FRUIT
GREEN FRUIT
ORANGE FRUIT

Example of finished sheet

Color

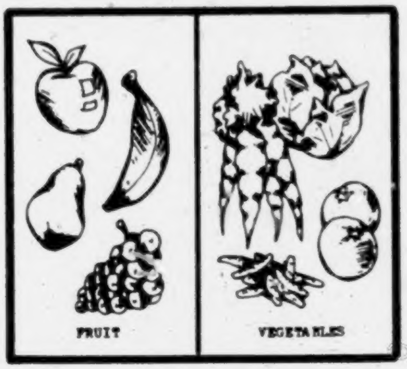
Divide a sheet of paper into four sections and label as shown. (Write color name with appropriate color marker.) Help the child find, cut out, & paste pictures of fruit in each division. When completed, use the real or artificial fruit and match each to its corresponding picture.


GREEN VEGETABLES
YELLOW VEGETABLES
ORANGE VEGETABLES
RED VEGETABLES

Example of finished sheet

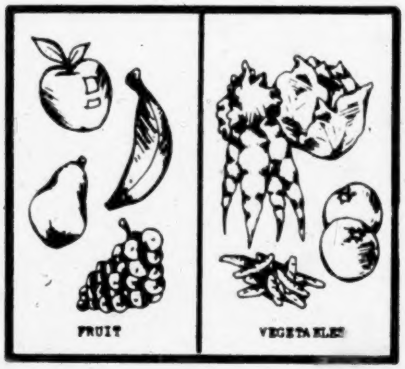
Food

Use pictures of food as shown, simply identify & label the fruit & vegetables.


FRUIT
VEGETABLES

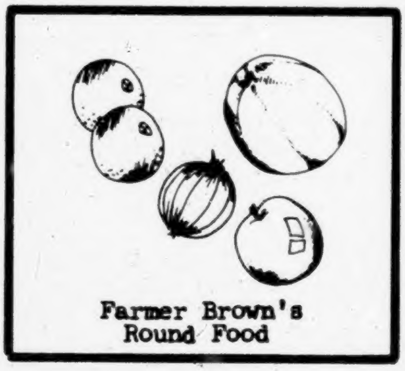
Example of finished sheet

Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown. If possible, use the real or artificial fruit & match each to its corresponding picture.



Example of finished sheet

Read the following to your child. After you have read the information, cut out and paste appropriate pictures on the attached paper. "Farmer Brown would like us to make a picture list. He wants us to list all the food that will grow in his garden and be round."



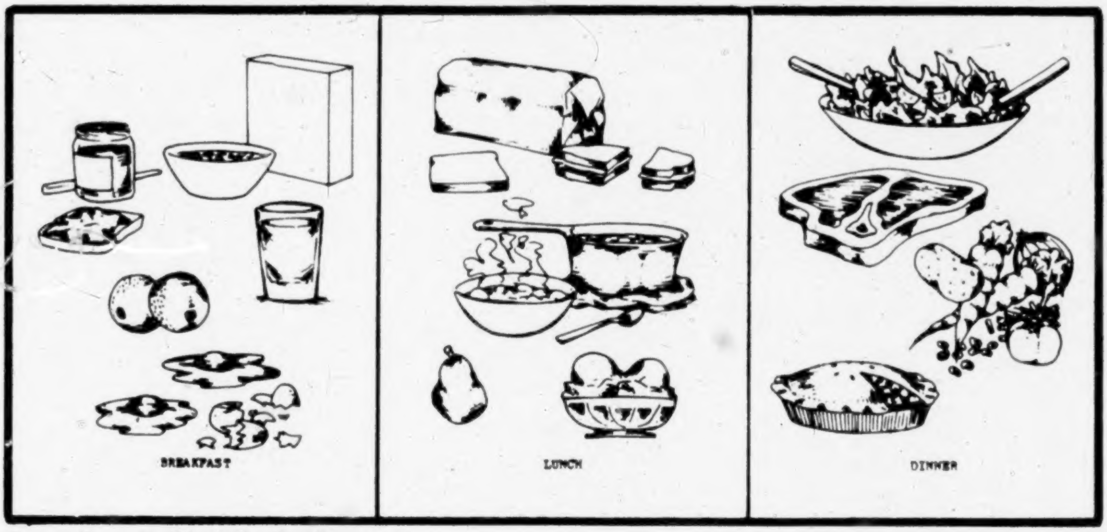
Example of finished sheet

Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown.

Discuss the food by having child identify the name of the meal (breakfast, lunch, or dinner). Have child discuss time of day the meal occurs. Encourage verbal discussion pertinent to meals:

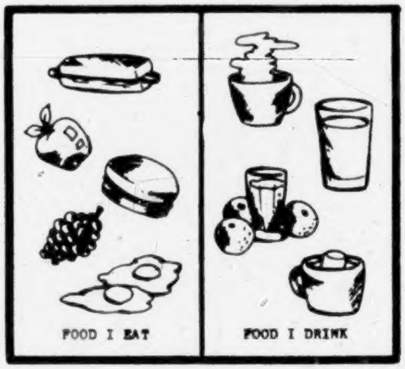
How are the different meals the same/different?
How do you feel before eating, while eating, after eating?
What is your favorite meal; favorite food(s)?
What do you use to eat with?
What are some things foods are put in?

(continued)



Example of finished sheet

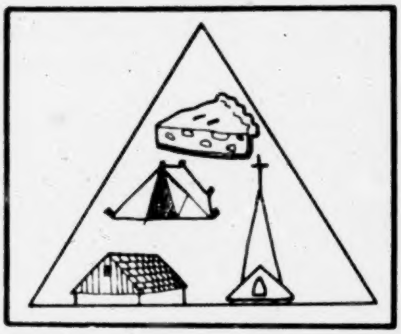
Help child find, cut out, & paste pictures of food on a large piece of paper divided and labeled as shown.



Example of finished sheet

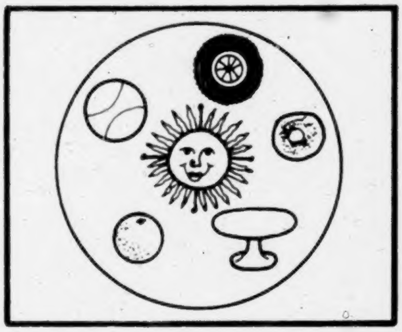
Use the pictures on the finished sheet for verbal expression. Name all the different foods using the complete sentence. "The (peach, meat, or bread) is food." If the child can name the food and repeat the sentence, try naming process with these sentences: "The (apple, sandwich, or tomato) is food I eat." and "The (milk, orange juice, hot chocolate) is a food I drink from a (cup, glass)." Demonstrate and verbalize with the real foods at meal times using the complete sentences. The naming and demonstrating with the real food is most important.

Draw a 17 inch triangle on a large paper. Help child find and cut out things shaped like a triangle and paste them in the drawn triangle.



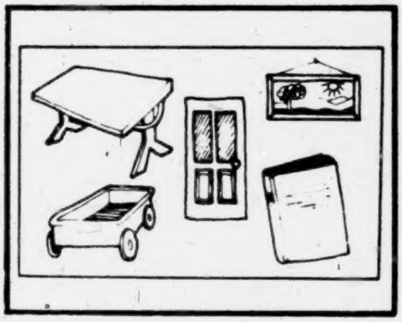
Example of finished sheet

Draw a 17 inch circle on a large paper. Help child find and cut out things shaped like a circle and paste them in the drawn circle.



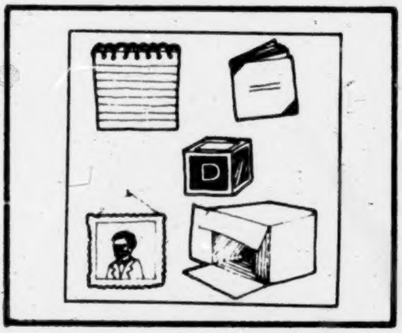
Example of finished sheet

Draw a 17 x 12 inch rectangle on a large paper. Help child find and cut out things shaped like a rectangle and paste them in the drawn rectangle.



Example of finished sheet

Draw a 17 inch square on a large paper. Help child find and cut out things shaped like a square and paste them in the drawn square.

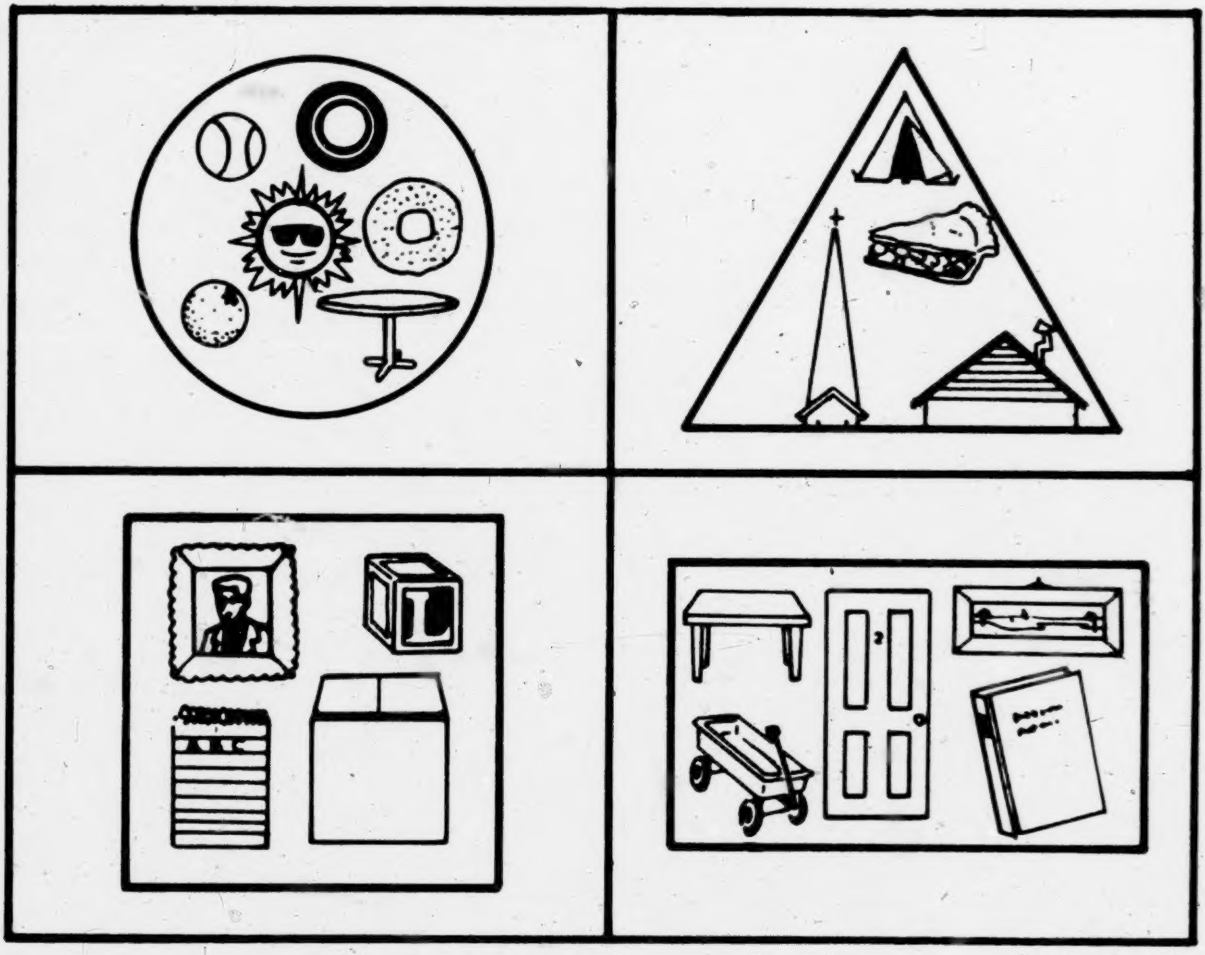


Example of finished sheet

Help child find, cut out & paste appropriate pictures on a large paper divided as shown below.

Place pictures shaped like a circle, (examples: orange, ball, tire) in the circle.
Place pictures shaped like a triangle, (examples: wedge of pie, roof, church tower) in the triangle.
Place pictures shaped like a square (examples: box, block, paper) **in the square.**
Place pictures shaped like a rectangle (examples: book, wagon, table) in the rectangle.

Have your child run his fingers around each shape. If possible, show the real object and name the shape. (Example: "A ball is shaped like a circle.")



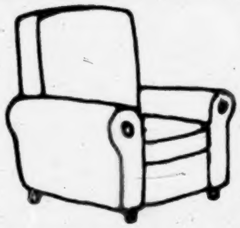
Have your child look in the mirror (full length) and name the different body parts.

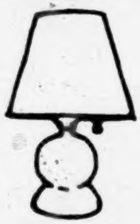
- Face/Head
  - eyes
    - eye (color)
    - eye brows (color)
    - eye lashes (color)
  - nose
  - mouth
  - ears
  - cheeks
  - chin
  - hair
    - color
    - length
    - specifics (bangs, braids, etc.)
- Neck
- Shoulders
- Arms
  - arm
  - elbow
  - hand
  - wrist
  - fingers
  - finger nails
- Body
  - chest
  - waist
  - stomach
- Legs
  - leg
  - knee
  - ankle
  - foot
  - toes
  - toe nails

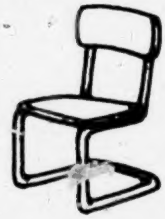
THIS IS HOW I LOOK
Make puppets or draw the outline of the child on a large paper and mount. Draw in body parts, paying attention to color of hair, eyes, etc.

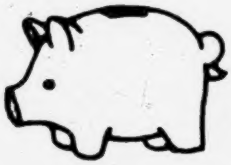
Discuss the function of each body part.

Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

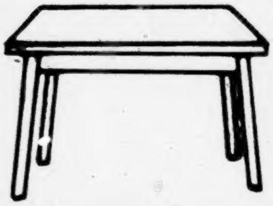
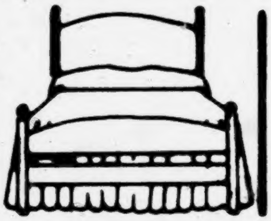
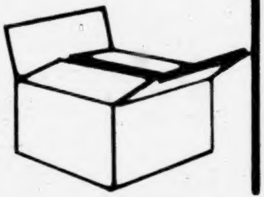
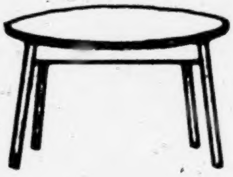


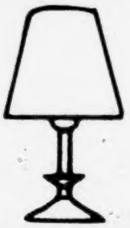
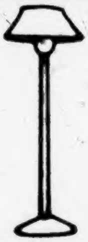
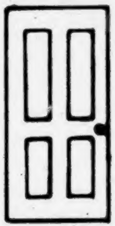
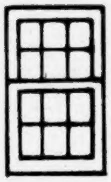


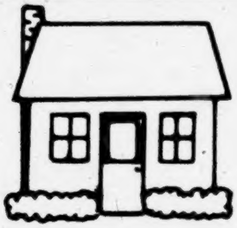
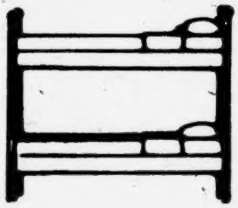
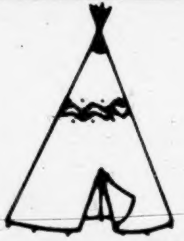
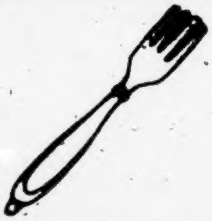


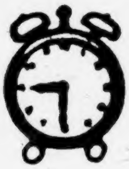


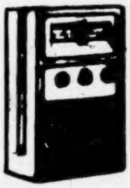
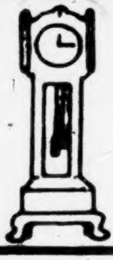
(continued)

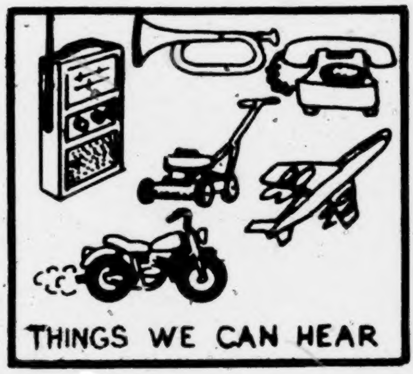







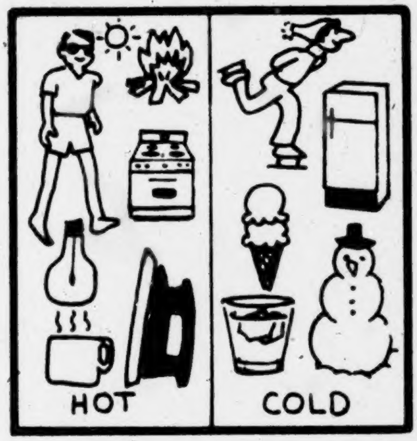
Help child find, cut out & paste pictures of things we can hear on a large paper labeled as shown.



Example of finished sheet

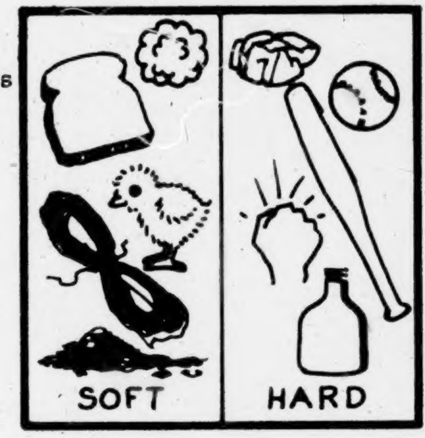
Say, "We hear the (piano, horn, telephone) with our ears." Try to show & listen to the real sound sources when pasting in the pictures.

HOT & COLD
Have child find, cut out and paste pictures of things that feel hot and things that feel cold on a large paper divided and labeled as shown below. Have child feel the real items.



Example of finished sheet

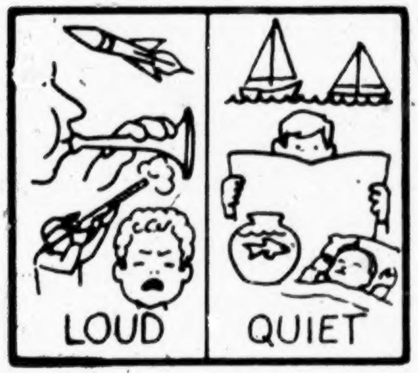
HARD AND SOFT
Help child find, cut out and paste pictures of things that feel soft and things that feel hard on a large paper divided and labeled as shown below. Have child feel the real items.



Example of finished sheet

Hear

Help child find, cut out & paste pictures of things that make loud sounds and things that make quiet sounds on a large piece of paper divided and labeled as shown.

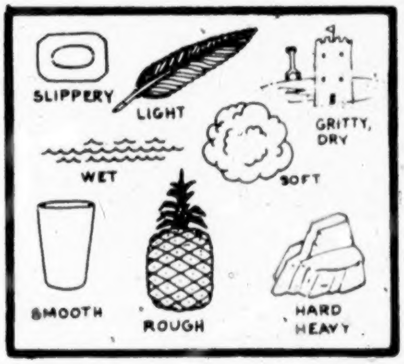


Example of finished sheet

Try to listen to the sounds of the items shown in the pictures.

Feel

Have the child find, cut out & paste on a large paper pictures of different things and label how each feels.

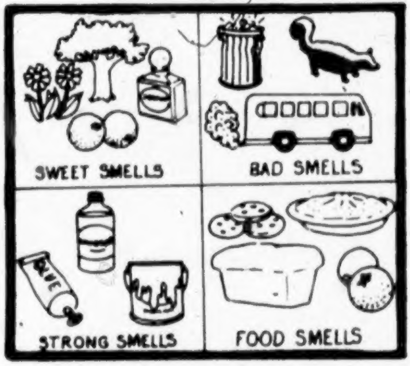

SLIPPERY
LIGHT
GRITTY, DRY
WET
SOFT
SMOOTH
ROUGH
HARD HEAVY

Example of finished sheet.

A picture of soap may be labeled slippery, or wet. Match the real items to the pictures and have the child feel each.

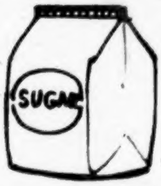
Smell

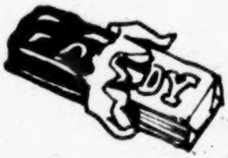
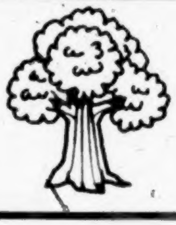
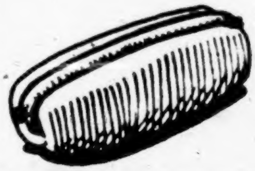
Help child find, cut out, & paste pictures of items that have a definite smell on a large piece of paper divided and labeled as shown.

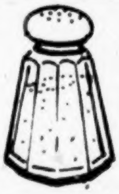
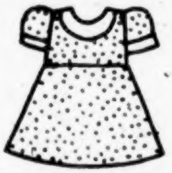
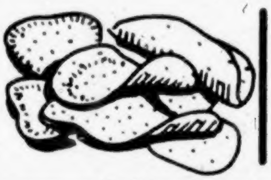
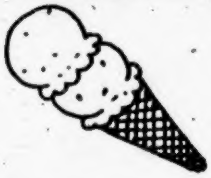

SWEET SMELLS
BAD SMELLS
GLUE
STRONG SMELLS
FOOD SMELLS

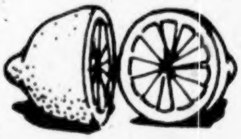
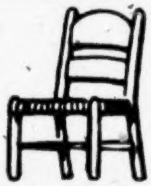
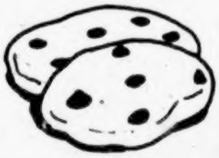
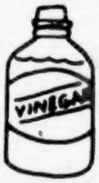
Example of finished paper

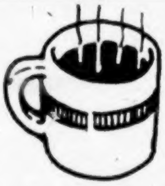
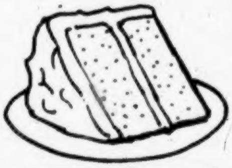
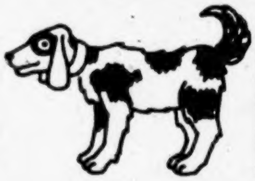
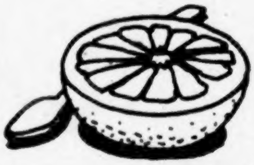
Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

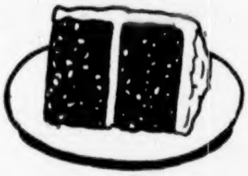
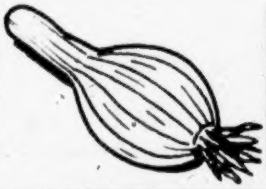
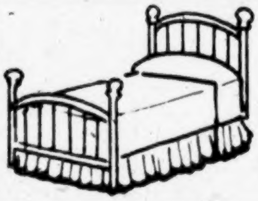
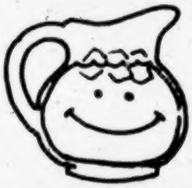


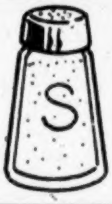




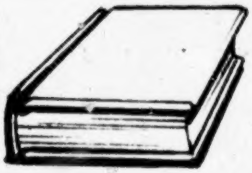
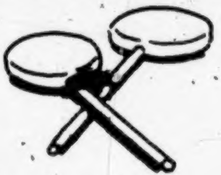
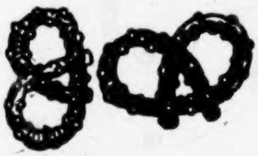





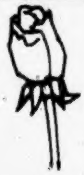
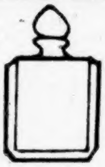
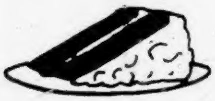
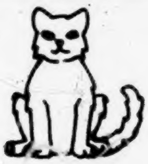
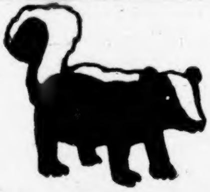
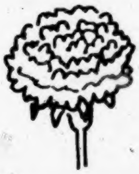
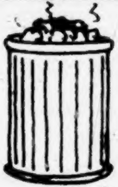
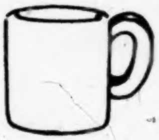
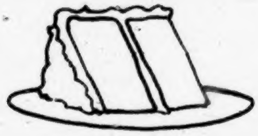
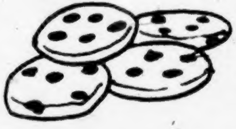
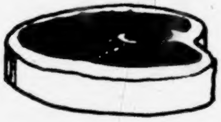
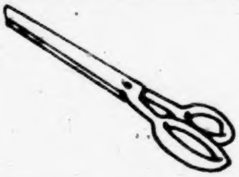
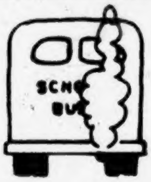





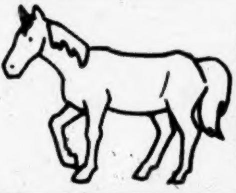
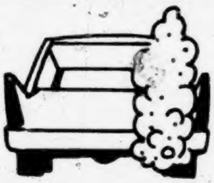
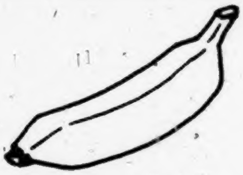
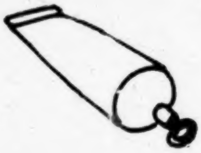
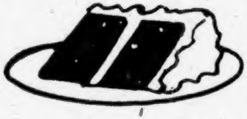
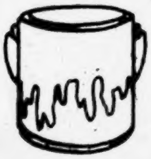
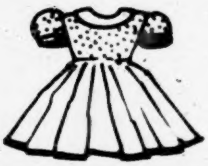
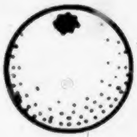
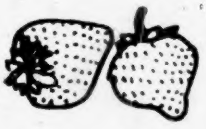
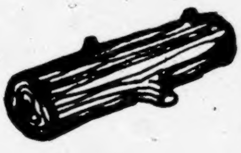
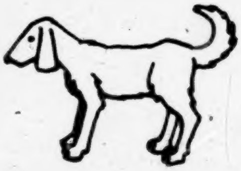







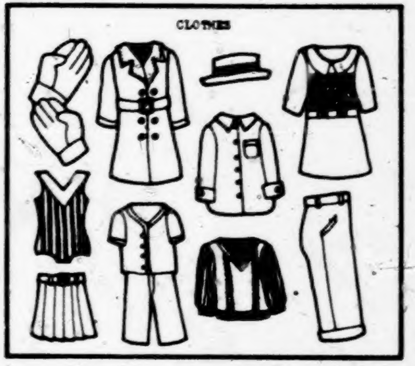
Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the 3 that follow.

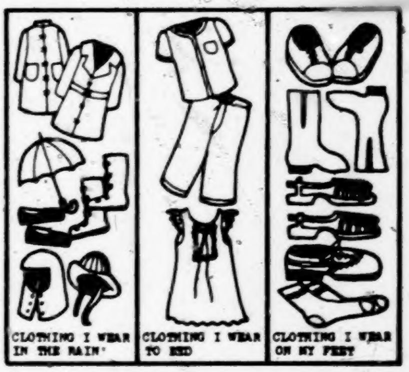
Help child find, cut out & paste pictures of clothes on a large piece of paper labeled as shown below.

Discuss the pictures of clothes with the child by asking questions about who wears them, when and where they are worn (inside, outside, winter, summer, etc.), how they are the same/different, and any special features that can be noted about each item.



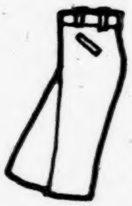
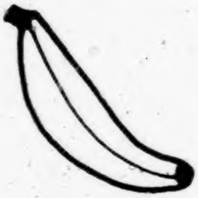
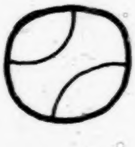
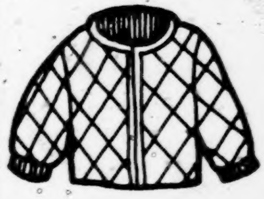
Example of finished sheet

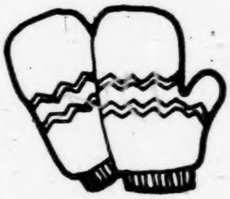
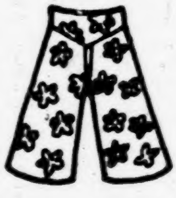
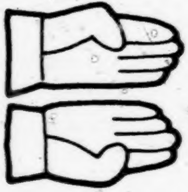
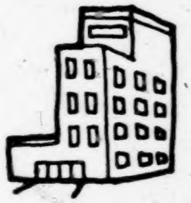
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown below.


CLOTHING I WEAR IN THE RAIN
CLOTHING I WEAR TO BED
CLOTHING I WEAR ON MY FEET

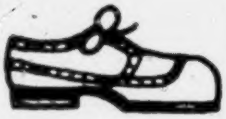
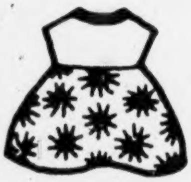
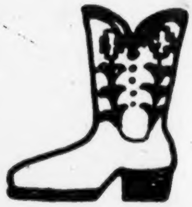
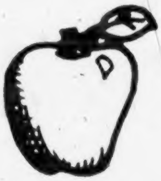
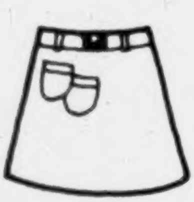
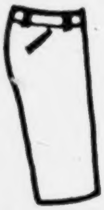
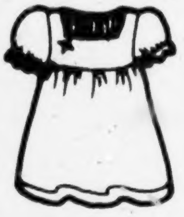
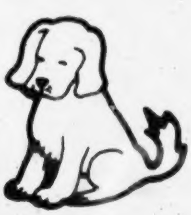
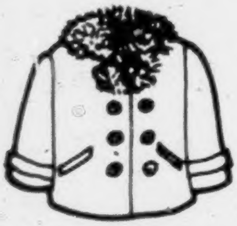
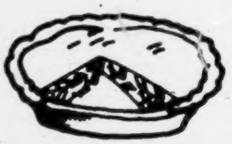
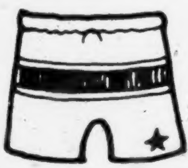
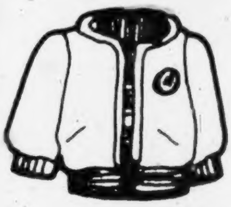
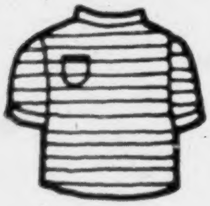
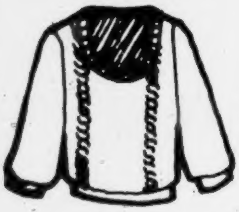
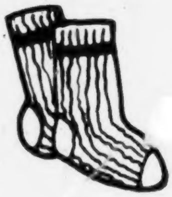
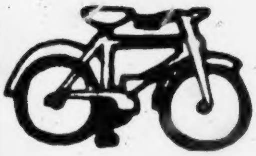
Example of finished sheet

Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.

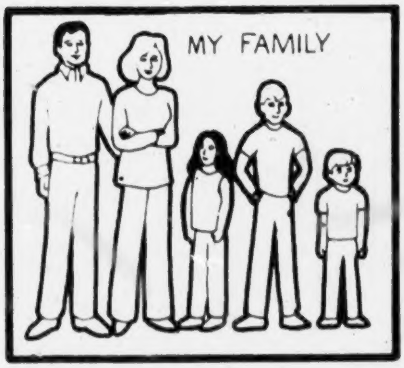





(continued)

Help child find, cut out & paste pictures that best represent members of his family, including the child, on a piece of paper.

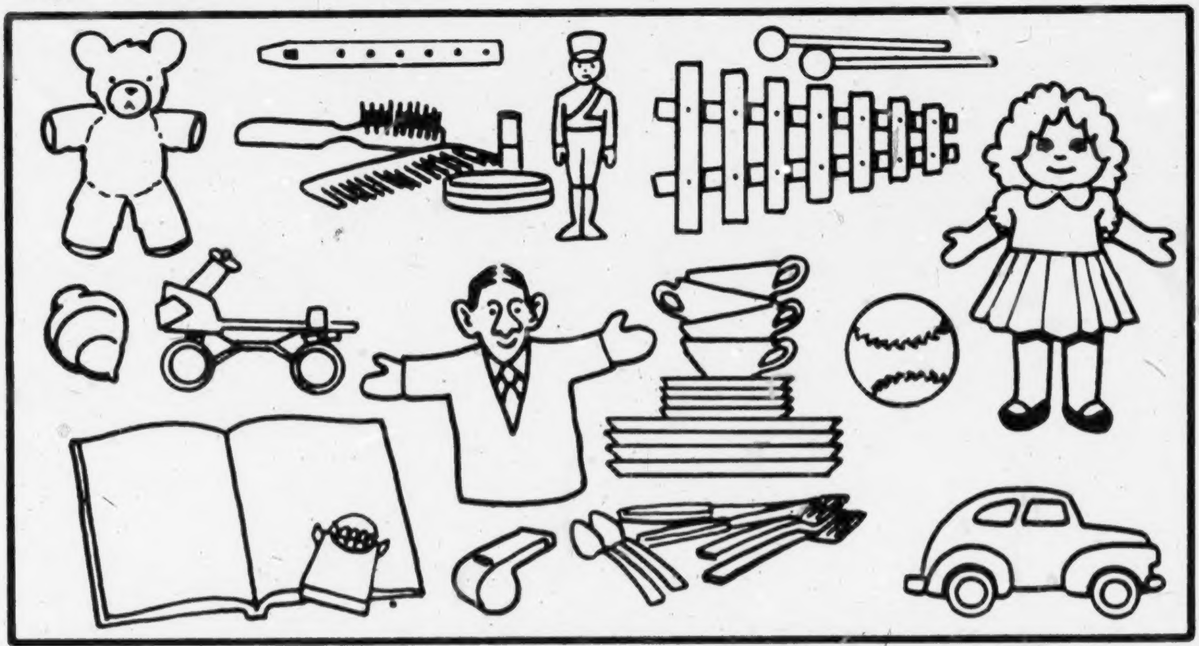


Example of finished sheet

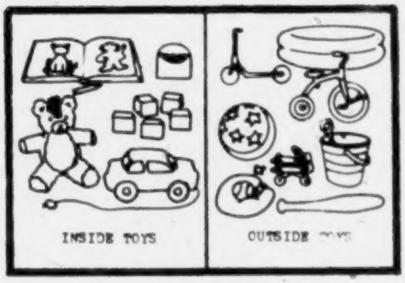
Label mother, father, sister (sister's name), brother, (brother's name). Have your child count the members in the family by touching each one as he counts. Use the sentence: "There are four people in the family."

Use pictures as shown; simply identify and label the different toys.

Discuss the toy pictures by asking what you do with each; how they are alike or different; which toys are for indoors, which are for outdoors. Differentiate between toys that can be played with alone and toys that need a playmate. Discuss where various toys can be purchased, and the composition, color, and shapes of some of these toys.

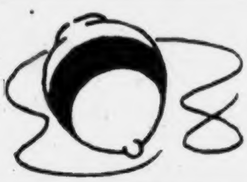
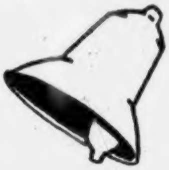
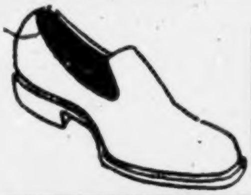
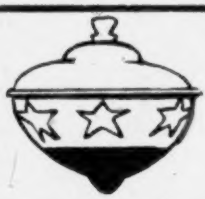
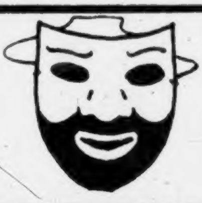
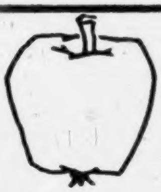
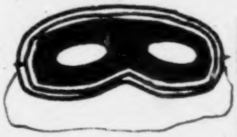
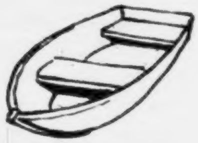
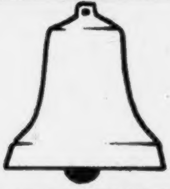
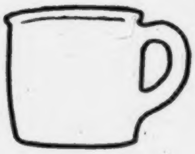
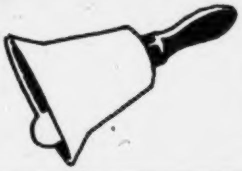
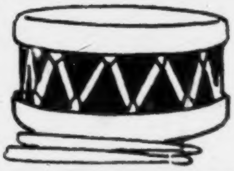
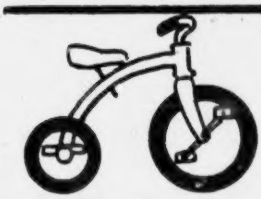
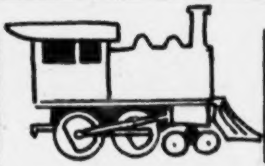
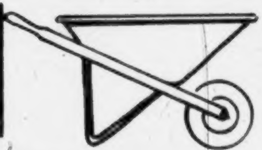
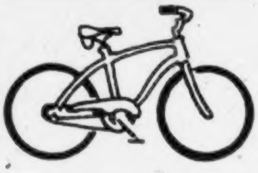
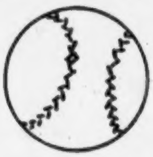
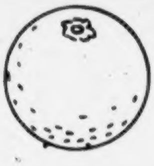
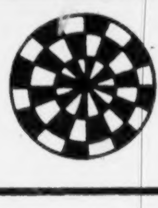
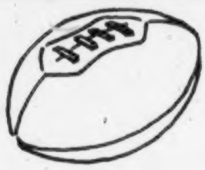


Help child find, cut out & paste pictures of toys on a large piece of paper divided & labeled as shown.


INSIDE TOYS
OUTSIDE TOYS

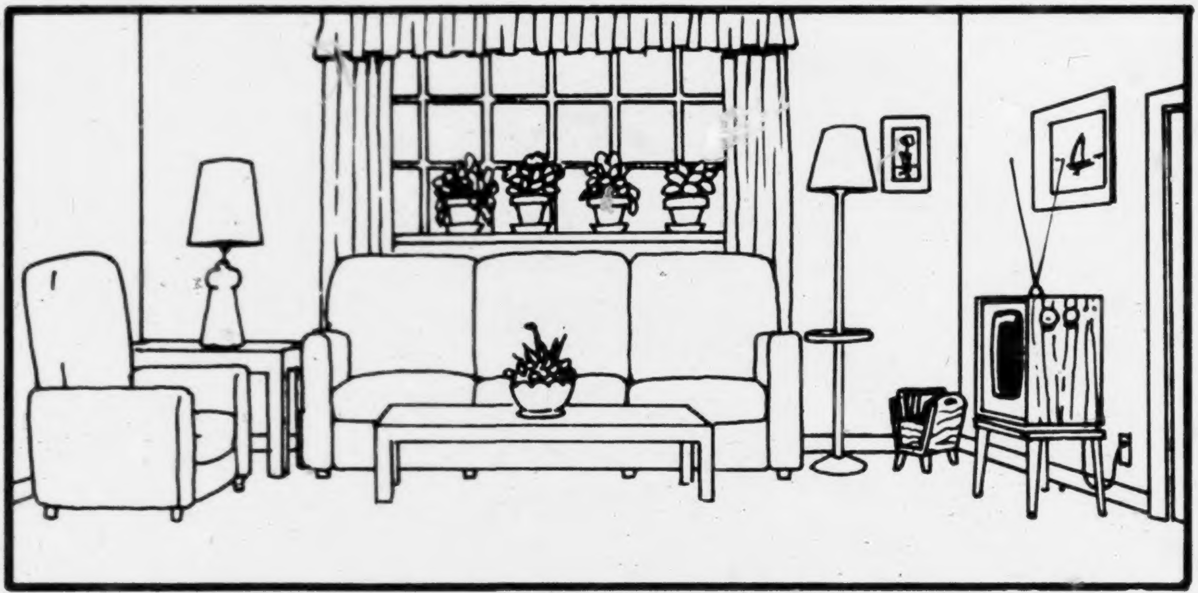
Example of finished sheet

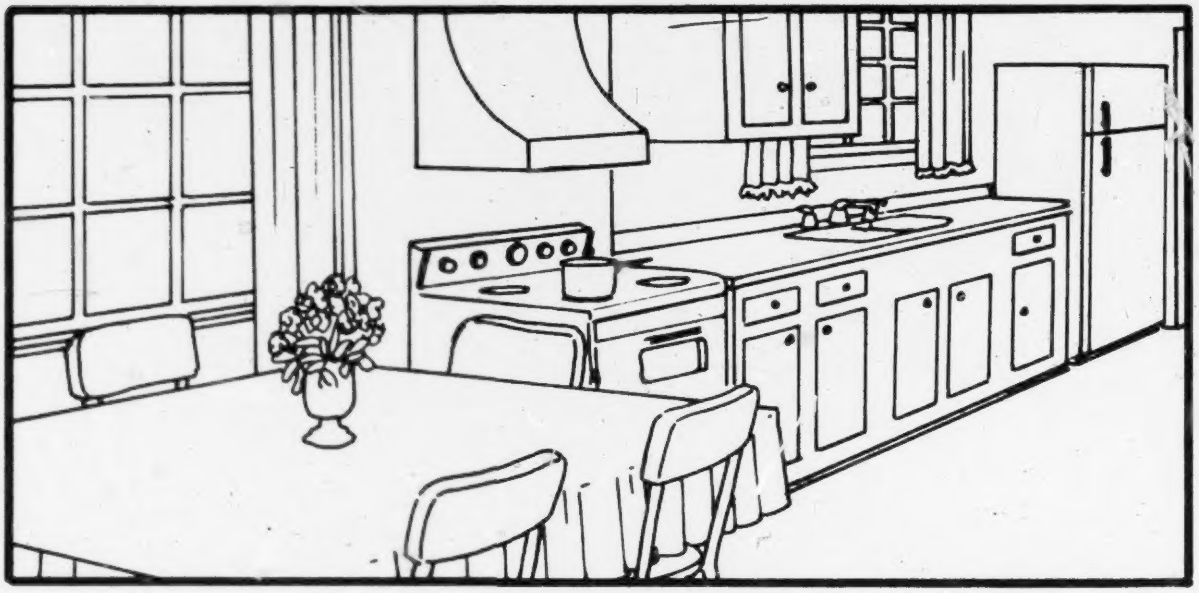
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

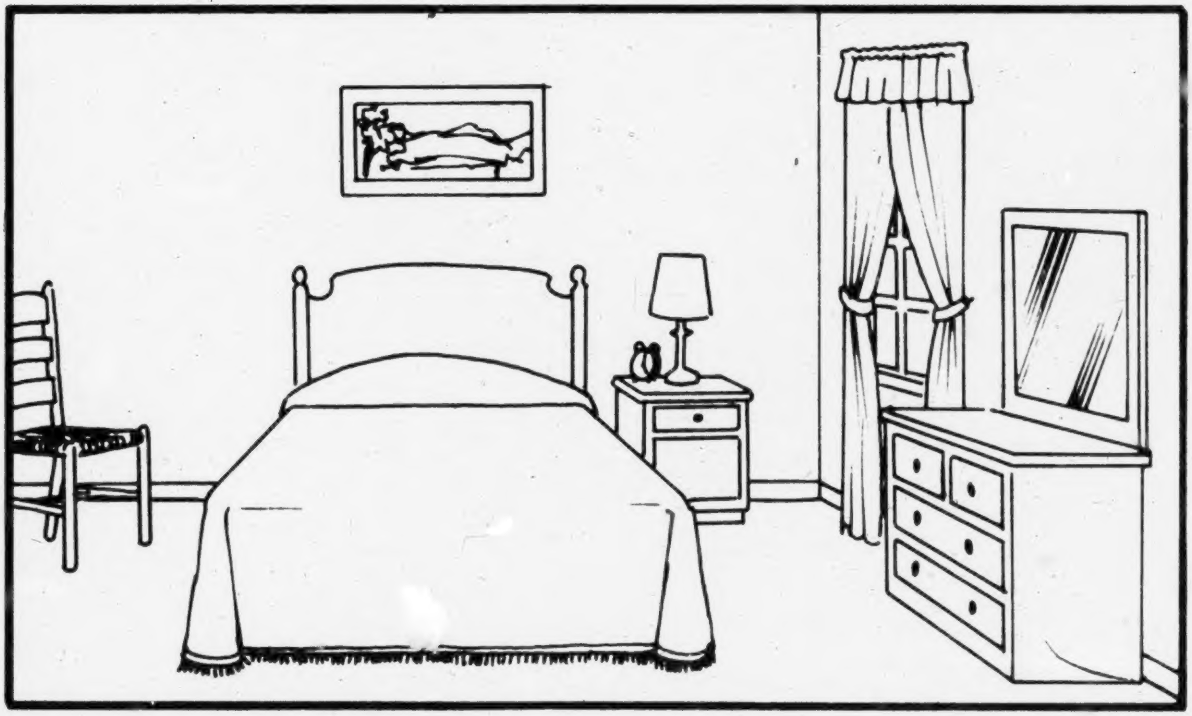
▶ ROOMS IN A HOUSE
Use pictures as shown; simply identify & label the different furniture & machines.

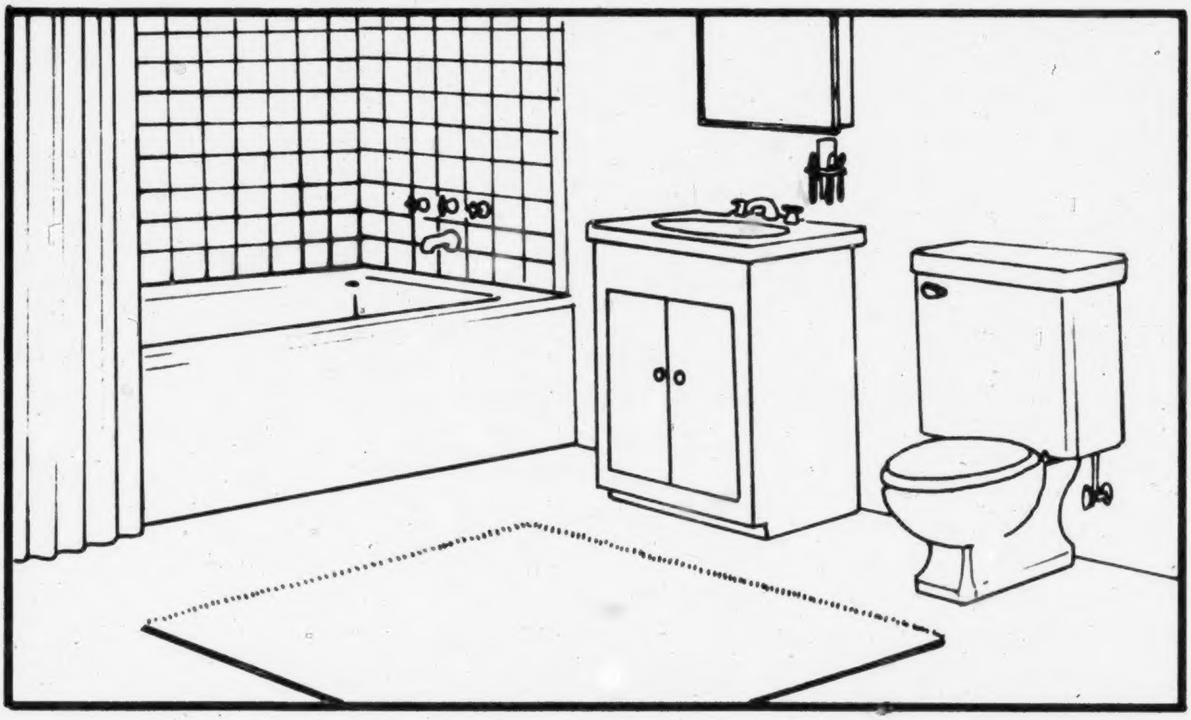
Discuss the furniture and machines by asking the label, category, color, size, shape, how many, what they are for and what they do, how things go together, etc.





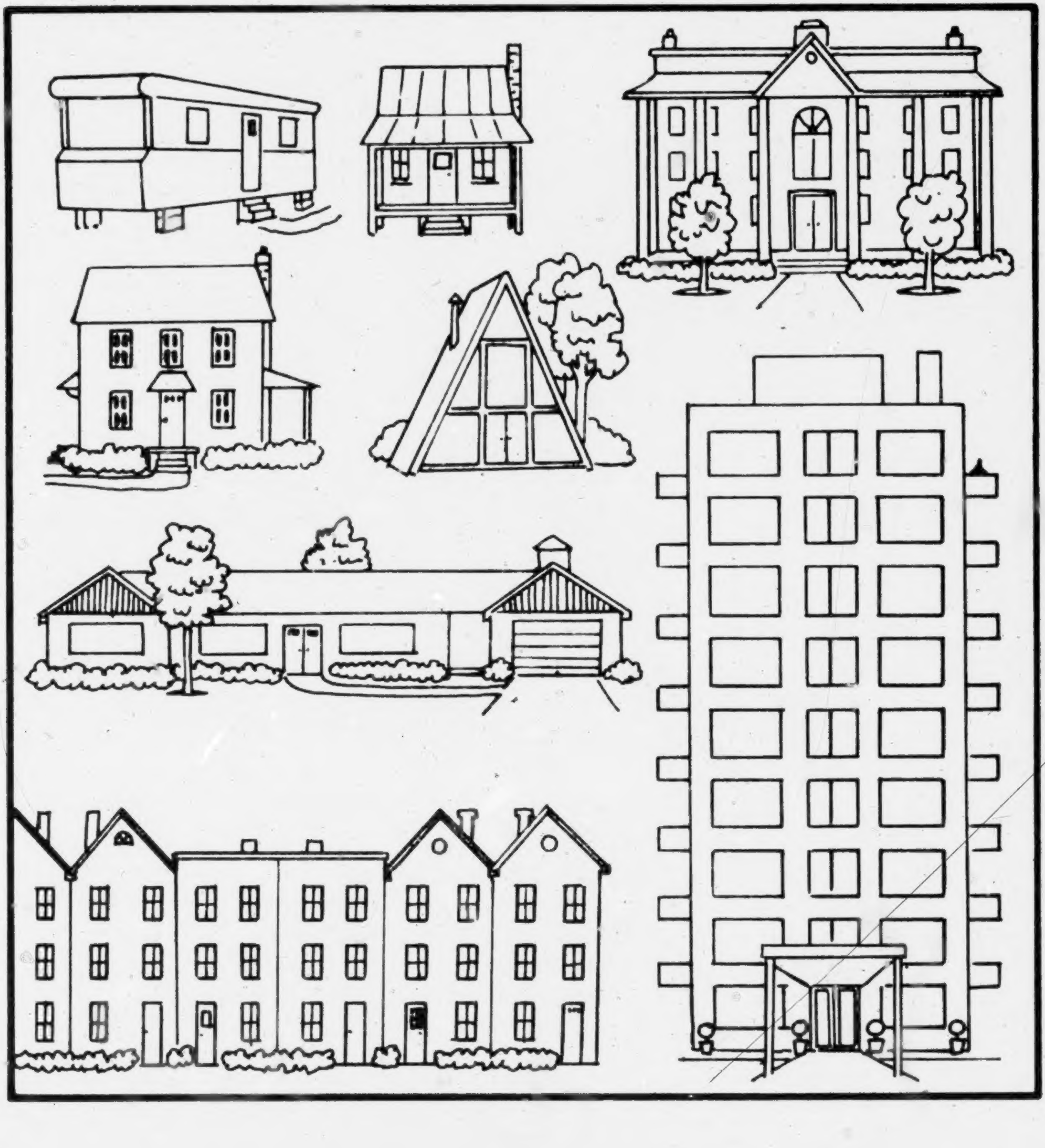
(continued)





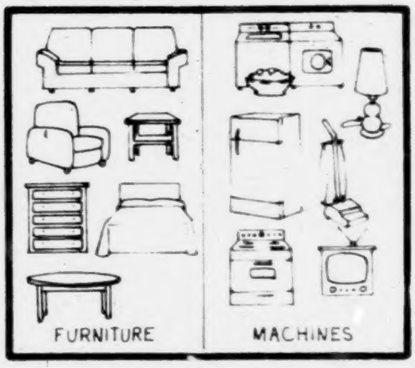
Use pictures as shown; simply identify & label the different houses and homes.

Discuss the houses and homes by asking where you would find them, (city, country, etc.), how they are different & how they are the same (noting size, material, etc.)



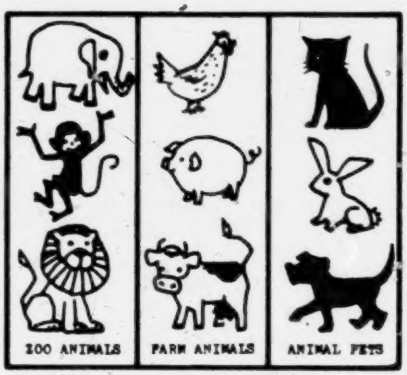
FURNITURE AND MACHINES

Help child find, cut out, & paste pictures of furniture and machines on a large piece of paper divided & labeled as shown.


FURNITURE
MACHINES

Example of finished sheet

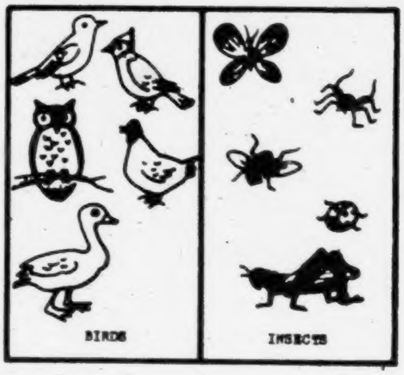
Help child find, cut out & paste pictures of animals on a large piece of paper divided & labeled as shown. Each of the subdivisions (categories) can be done separately so as to make 3 exercises.


ZOO ANIMALS
FARM ANIMALS
ANIMAL PETS

Example of finished sheet

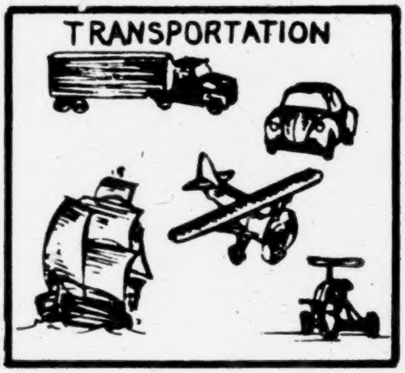
ANIMALS - BIRDS & INSECTS

Use pictures arranged as shown; simply label and categorize birds & insects.


BIRDS
INSECTS

Example of finished sheet

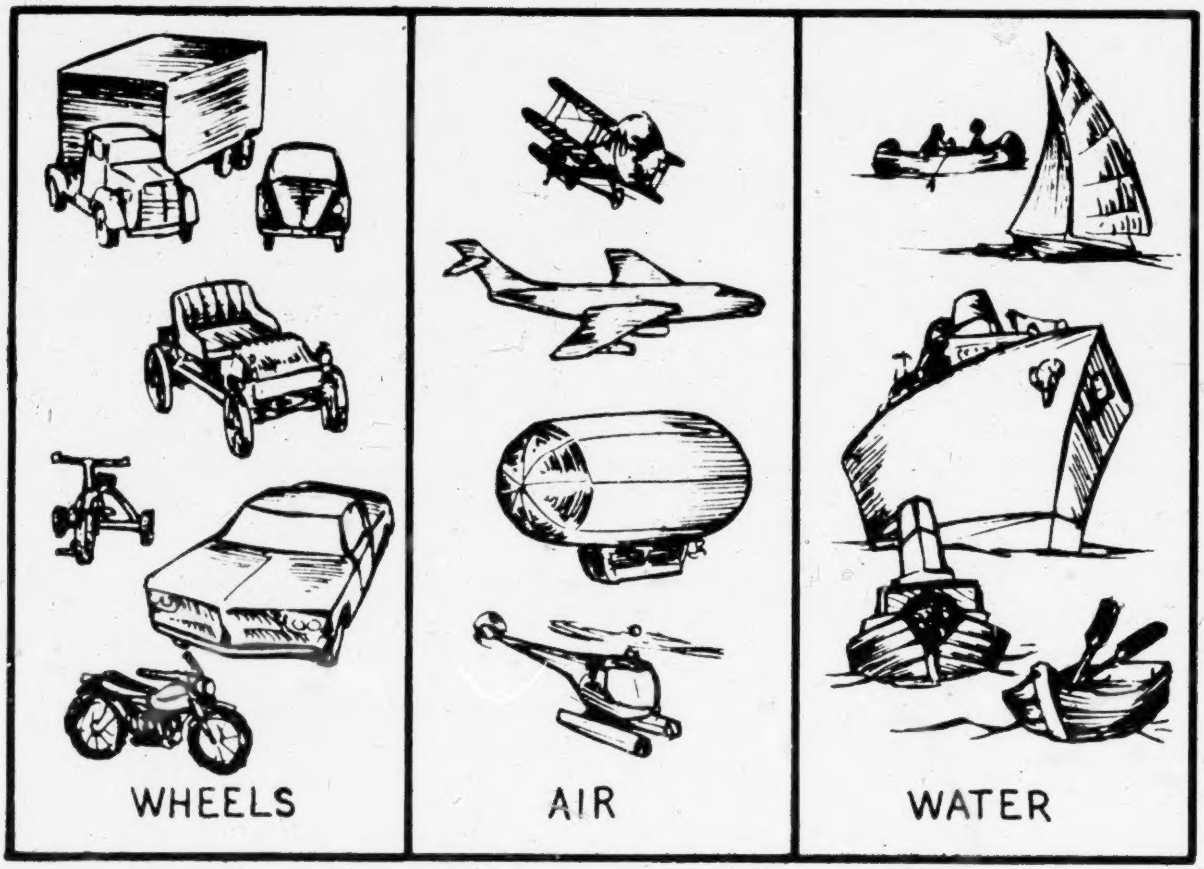
Help the child find, cut out & paste pictures of transportation on a large paper.



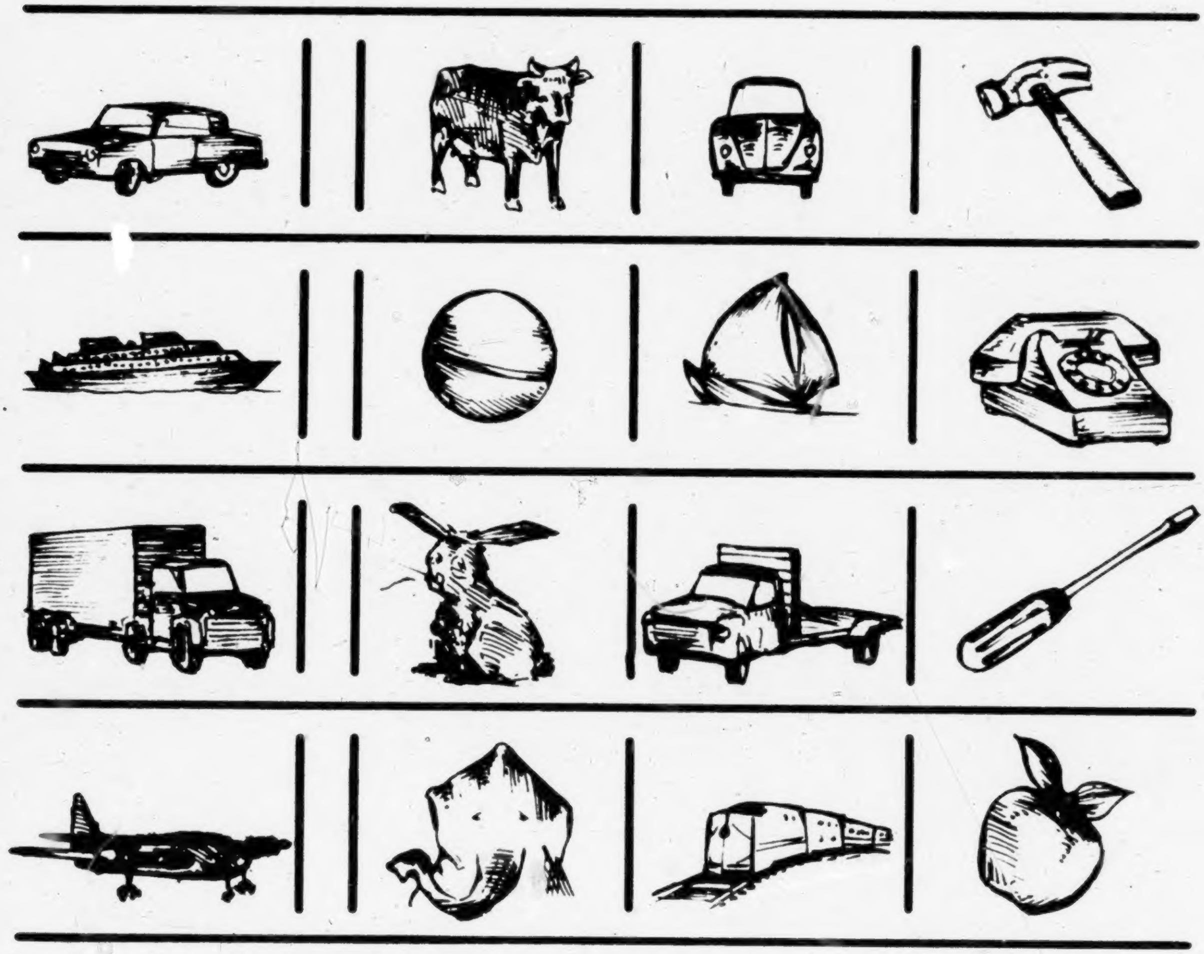
Example of finished paper.

Use sentences such as, "Find pictures of things that go.", or "Find pictures of how we travel from one place to another."

Arrange pictures as shown; simply label and categorize the different types of transportation.



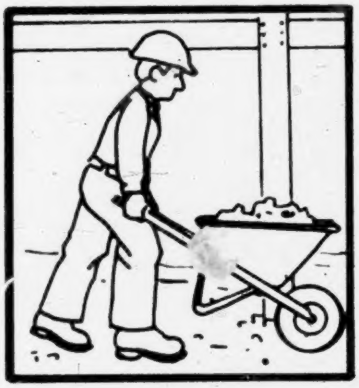
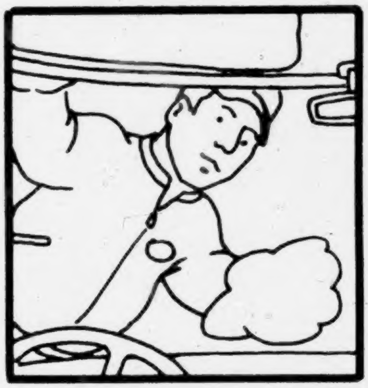
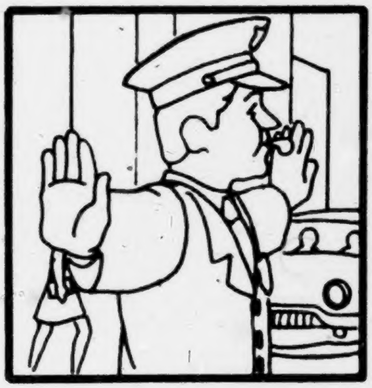
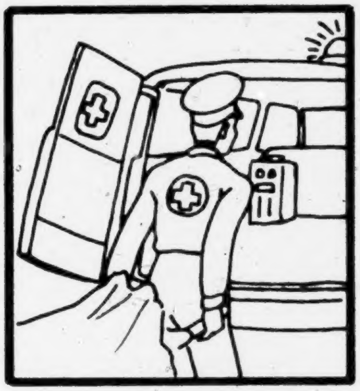
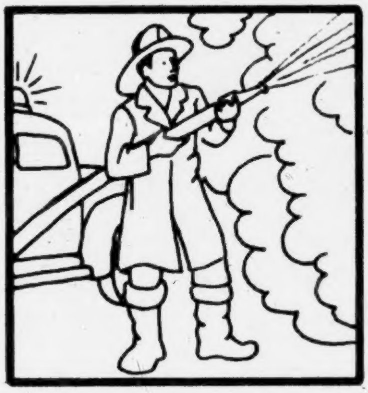
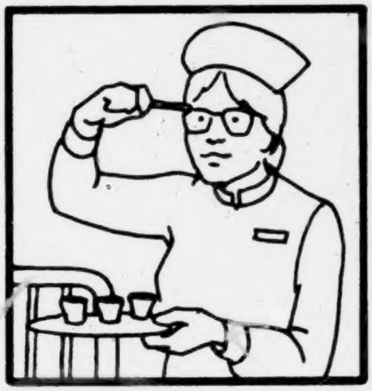
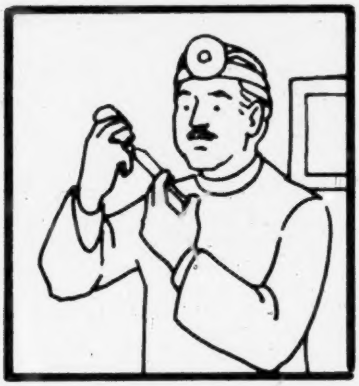
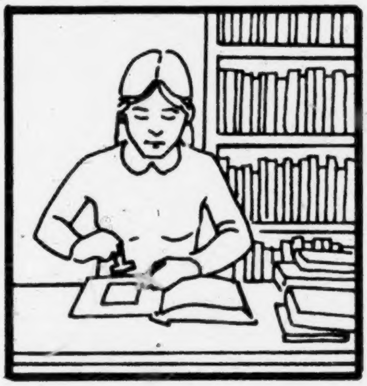
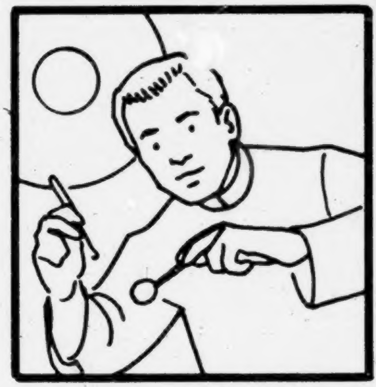
Arrange pictures as shown; have child look at first picture, then select the one that is most like it from the three that follow.



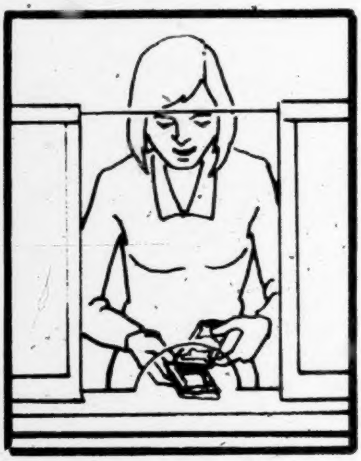
See Appendix: Developmental Learning Materials - Associations II cards lend themselves to this activity.

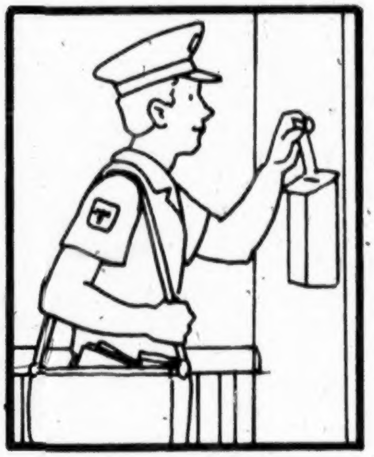
Use pictures as shown, simply identify & label the different community helpers.

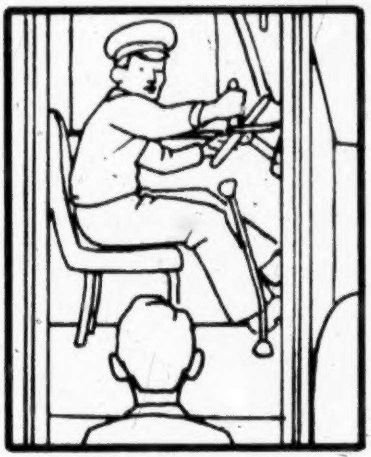
Discuss the pictures by asking what each community helper is doing in the picture; what does each use to do his job and how does he help people?

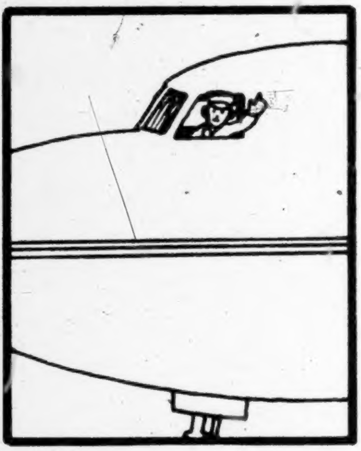










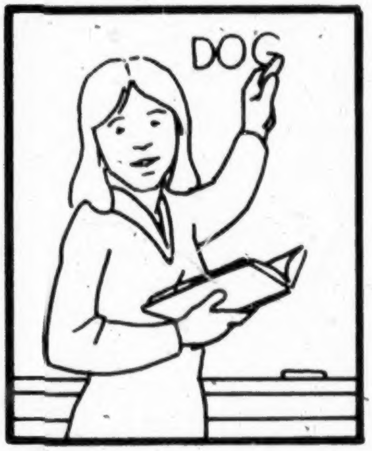
(continued)

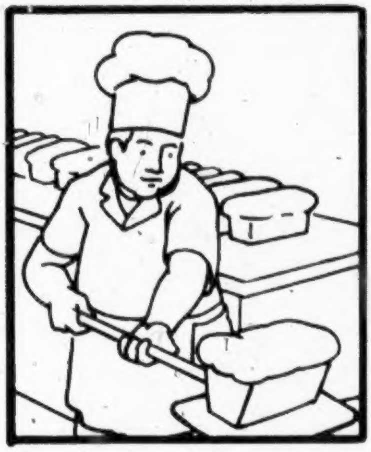


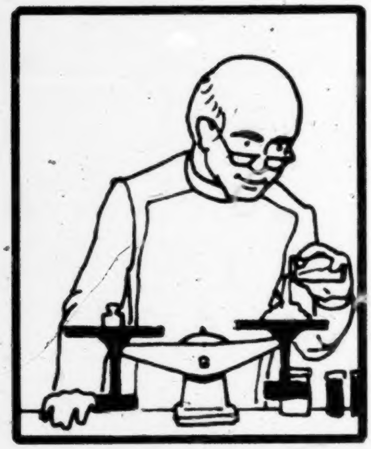


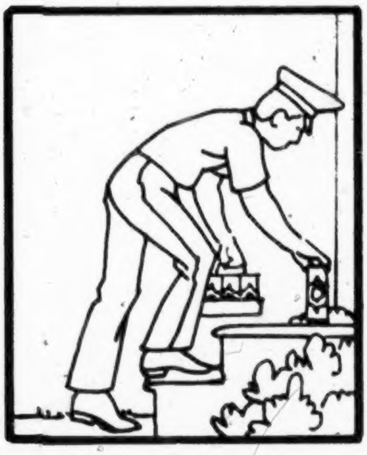


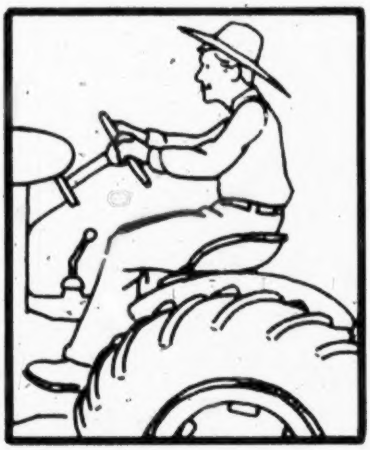



DOG

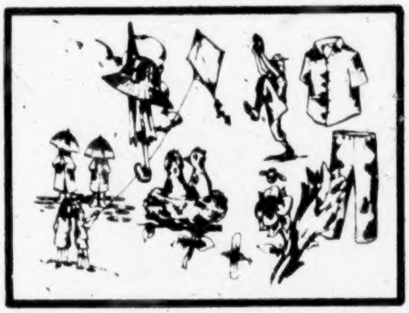






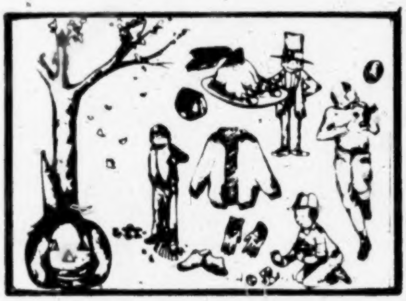


Help child find, cut out & paste pictures that depict spring on a large piece of paper.



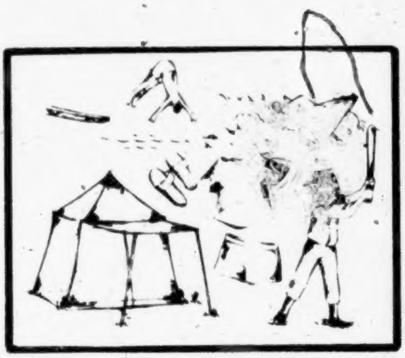
Example of finished sheet

Help child find, cut out & paste pictures that depict fall on a large piece of paper.



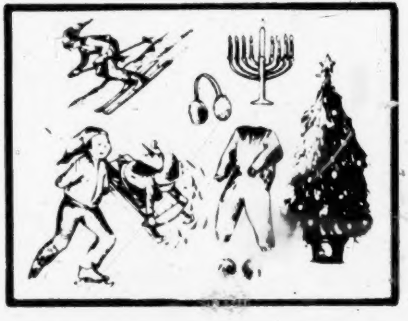
Example of finished sheet

Help child find, cut out & paste pictures that depict summer on a large piece of paper.



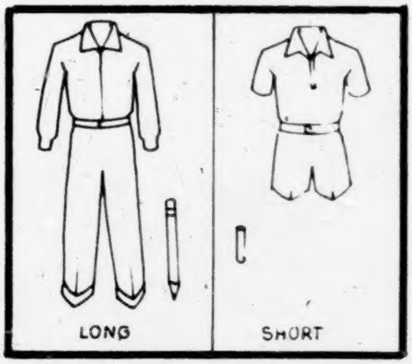
Example of finished sheet

Help child find, cut out & paste pictures that depict winter on a large piece of paper.



Example of finished sheet

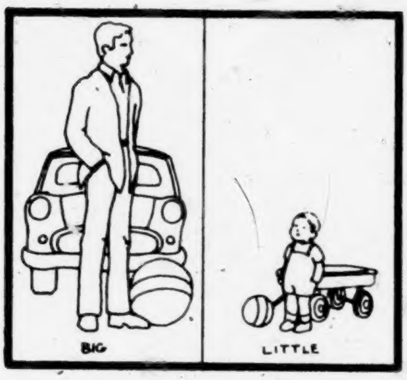
LOOK & SEE - SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

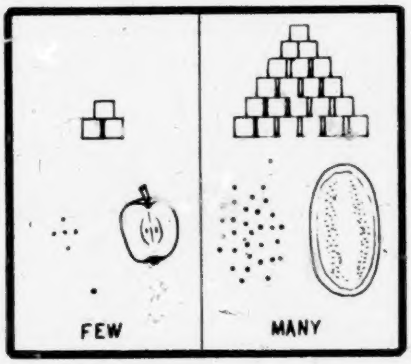
Show the real objects and examples if possible. Showing the real items is most important. Have your child close his eyes so he can feel the difference in size.

LOOK & SEE - HOW MANY
Help child find, cut out & paste pictures of groups of objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

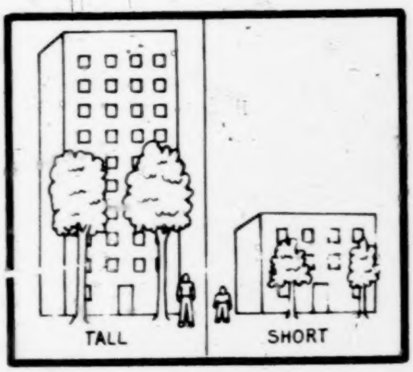
LOOK & SEE - SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.



Example of finished sheet

Show the real objects and examples if possible. Showing the real items is most important.

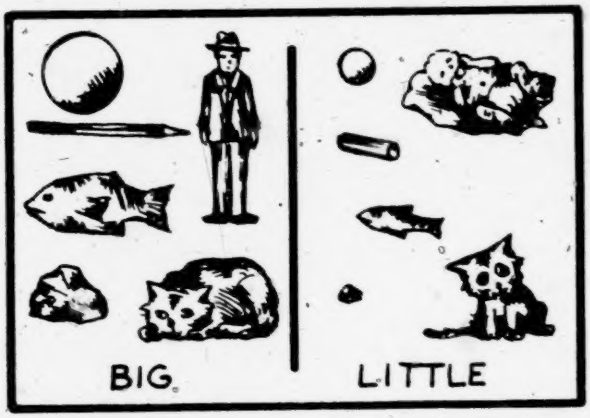
LOOK & SEE - SIZE
Help child find, cut out & paste pictures of different sized objects on a large piece of paper divided and labeled as shown.

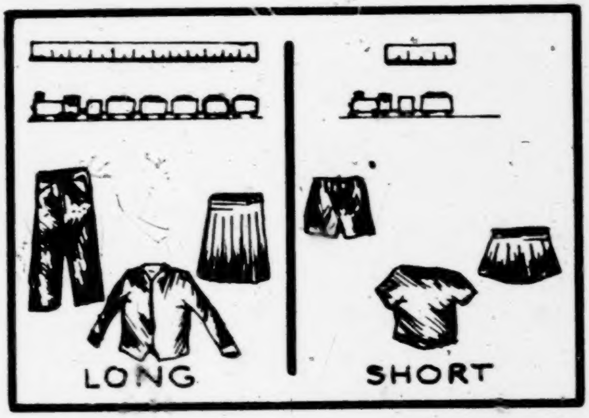


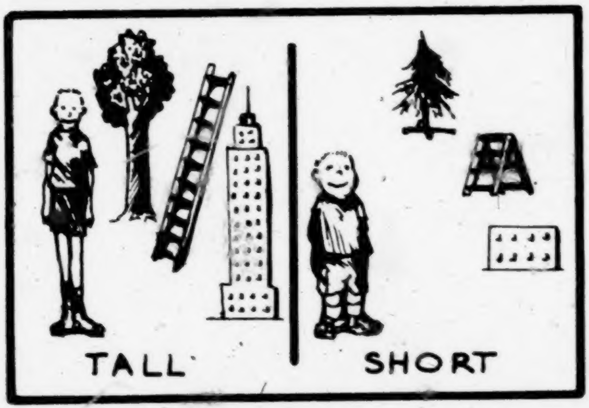
Example of finished sheet

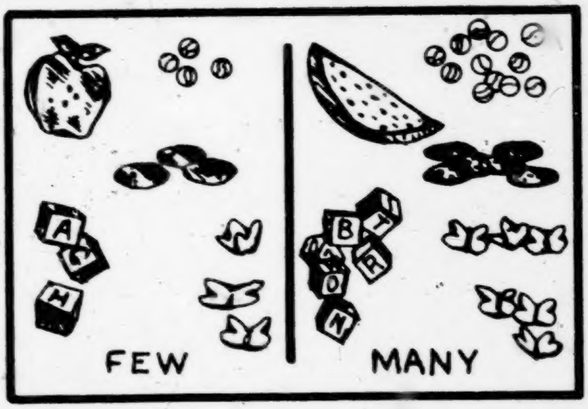
Show the real objects and examples if possible. Showing the real items is most important. Have your child close his eyes so he can feel the difference in size.

LOOK & SEE - SIZE & HOW MANY
Using pictures arranged as shown below, simply label and categorize.



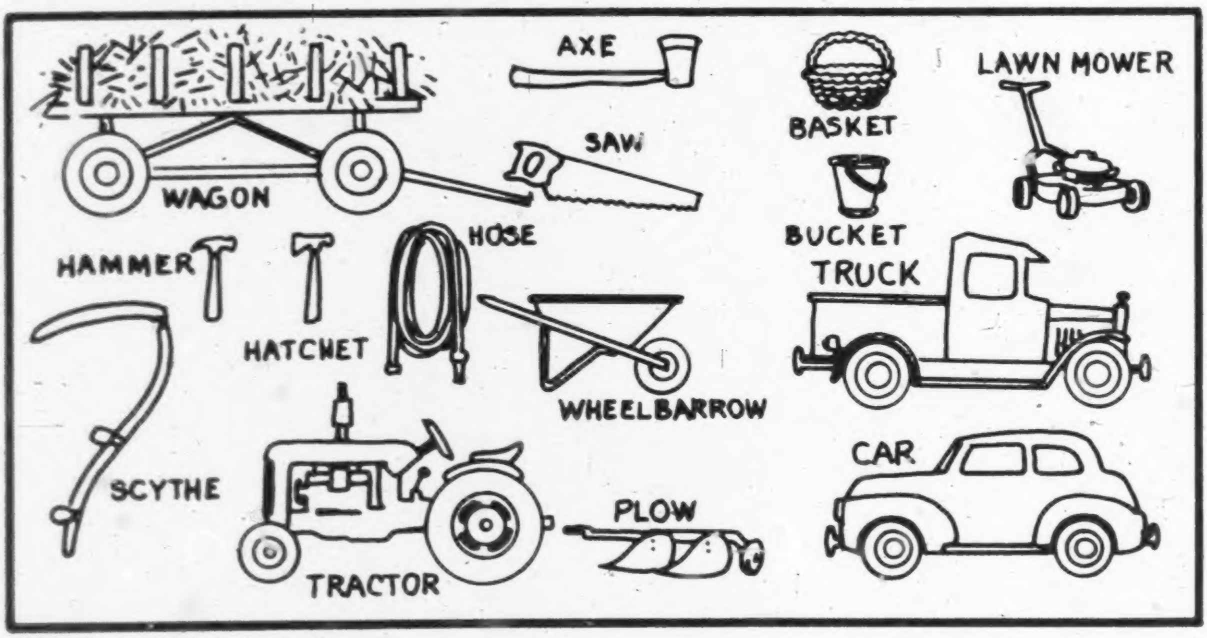






Read the following to child. After you have read the information, cut out and paste appropriate pictures on attached paper.

"Farmer Brown would like us to make a picture list of all the tools and equipment he should have on his farm. Tools and machines help him do his work faster and better. Let's find some things he needs.


AXE
BASKET
LAWN MOWER
SAW
WAGON
BUCKET
HAMMER
HOSE
TRUCK
HATCHET
WHEELBARROW
SCYTHE
CAR
PLOW
TRACTOR

Example of finished sheet.

Other Suggestions

Object Sorting

Finding identically matching pictures

Finding conceptually matching pictures

Object picture match

Who's Missing?

Identifying facial expressions from pictures of people

(continued)

Alike and Difference Box (car/bus, cup/glass, cat/lion, plane/helicopter)

Geometric assortment (put all of same shape together)

Identifying things wrong in pictures

Materials and Games

Perception Placques
(Creative Playthings, A-389 Perception Faces, Differences in Facial Features - A-390 Perception Clowns, Differences in Body Features - $4.50)

Picture Dominoes
(Beckley-Cardy Co., #102 - $1.25)

Forest Friends
(Milton Bradley Co., #4808 - $1.00)

Picture Readiness Game
(Garrard Publishing Co.- $1.75)

Spots and Stripes
(Arrco Playing Card Co.-$ .29)

Candy Land
(Milton Bradley Co., Deluxe Edition #4403 - $3.00)

Chicken Lotto
(Penney's Stores, #X923-4550A - $2.22)

Zoo Lotto/Animal Lotto
(Ed-U-Cards Mfg. Corp., Long Island, N.Y.)

Farm Lotto
(Ed-U-Cards Mfg. Corp., Long Island, N.Y)

Object Lotto
(Ed-U-Cards Mfg. Corp., Long Island, N.Y.)

Nature Cards
(McGraw Hill - 6 titles, 3" x 6" from Beckley-Cardy Co.- $1.10 each)

Wildlife Old Maid
(National Wildlife Federation, 1412 16th St.,N.W.,Washington,D.C., #20033 - $1.00

Word Lotto
(Creative Playthings, AA-335 - $3.95)

(continued)

World Around Us Lotto
(Ed-U-Cards Mfg. Corp., Long Island, N.Y.)

Objects and Colors
(Playskool Mfg. Co., Playskool Match-Up #7106 - $1.00

Objects and Numbers
(Playskool Mfg. Co., Playskool Match-Up #7106 - $1.00

Instructo Activity Kit - Carnival of Beginner's Sounds - Classification Game
House and Family (Instructo Products Co,. Philadelphia, Pa.19131)

D.L.M. Association Cards #I #II #III #P124 - $1.00, P156 - $1.00, #P157 - $3.00
(Developmental Learning Materials, 3505 No. Ashland Ave.,Chicago, Ill.60657)

D.L.M.Absurdity Cards
(Developmental Learning Materials, 3505 No. Ashland Ave.,Chicago, Ill.60657)

Reading Readiness Picture Cards
(Beckley-Cardy Co.)

Concepto Placemats - Colors, Time, Community Helpers, Pets, Seasons, Days of the Week, Food, Shapes - each classification illustrated on individual placemats.
(Educational Performance, 563 Westview Ave., Ridgefield, N.J. 07657)

Learn to Think Series (appropriate sections), Teacher's Manual $ .75, Student Book - red/blue/green/gold $1.00
(Science Research Associates, 259 East Erie St., Chicago, Ill. 60645)

Playtrays - Food Set and Clothing Set - #612801 - $6.95 and #612805 - $6.95
(Judy - General Learning Corp., Morristown, N.J. 07960)

Pictures for Pegboard - Classification - #271-1 $4.00
(Ideal School Supply, 5511 Edmonston Ave., Baltimore, Md. 21229)

Magic Cards - Classification
(Ideal School Supply, 5511 Edmonston Ave., Baltimore, Md. 21229 - #271-2 - $1.60)

Classification Charts
(Ideal School Supply, 5511 Edmonston Ave., Baltimore, Md. 21229 - #2710 - $6.00)

Classification Transparencies
(Ideal School Supply, 5511 Edmonston Ave., Baltimore, Md. 21229 - #2719 - $15.00)

Definition

Auditory reception is the ability to grasp the meaning of spoken words and other auditory symbols (sounds of the environment) .... to understand what is heard.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is through the use of simple questions. The structure of the question remains constant ("Do noun verb?") while the vocabulary becomes progressively more difficult. For example, "Do bananas smile?", "Do temperatures hesitate?", "Do encyclopedias elucidate?" Note that questions requiring a negative response are structured in the form of verbal absurdities. The child is requested to respond "yes" or "no" only. If he cannot say the words, a nod of the head or other gestural response is acceptable. This simple response pattern eliminates the need for the child to explain his answer. The concern is that the child understood what he heard, not to test or improve his expressive ability.

Deficit Remediation

The development of skills in auditory reception must first take into consideration the following prerequisite abilities:

1. Hearing acuity - any existing auditory problems (permanent or temporary)[2] needing correction;
2. Auditory attention - the ability of the child to adequately attend to an auditory stimulus in order to grasp it;
3. Basic childhood language experiences (sounds in the environment, spoken words, etc.);
4. Figure/Ground perception - the ability to hear sounds when masked by other auditory information (hearing the phone while watching television, etc.); and
5. Short-term auditory memory - the ability to sufficiently retain an auditory stimulus in order to grasp it.

---

[2] Children with persistent running noses often suffer from accompanying mild ear congestion that can result in a temporary hearing loss.

Before one embarks on an auditory reception training program, one must be alert to the possibility of the child's ears having been "turned off" by past failures. Therefore, consider activities below the child's ability level so that successes are established. The program then begins by helping the child develop an attitude appropriate to listening. Attract attention to the hearing mechanism with such practical strategies as having the child cup his hands behind his ears or using earphones, if some are available.

Teach the child to respond to simple sounds such as clapping his hands when a bell is rung. Have him respond when he hears it again. Continue with similar activities. Next have the child identify sounds in his environment (running water, car starting, baby crying).

Then help the child attach meaning to simple sounds of the environment so that he can utilize this skill later to understand words - auditory symbols of a higher order.

Proceed by associating the auditory input with concrete objects, pictures and later with actions. For example, show an object or a picture such as a ball and simply say, "ball" or demonstrate actions, such as "throwing", and say simply, "throwing." Have the child repeat the action and identify it. Teach names, action words, and then words that describe. Utilize words that are within the framework of the child's everyday experiences. Teach words in related groups (toys, food, transportation). Expand the concepts through auditory experiences so as to enrich meaning by using synonyms, by giving definitions, and by showing the same word in varying usages. For example: "walk" indicates a specific action on foot ("Walk to the store"), the name of an activity ("I went for a walk), and the name of an area ("plant flowers along the walk") in addition to the more sophisticated use of the word to refer to an occupation ("to enter into one's walk of life).

Finally, help the child understand connected speech. Teach him to grasp simple statements, directions, and then questions. Emphasizing key words may help him to understand more readily.

Have the child answer "yes" or "no" to the following questions:

Is an apple red?
Is a dog purple?
Is the grass gray?
Is the sun black?
Is the sky blue?
Is a cow brown?
Is a barn yellow?
Is chocolate brown?
Is sugar red?
Is snow white?
Is a chicken green?
Is a carrot orange?
Is milk yellow?

Have the child answer "yes" or "no" to the following questions.

Bob is looking for things that are round.

Does he want a ball?
Does he want a box?
Does he want a button?
Does he want a wheel?
Does he want a house?
Does he want a window?
Does he want a roof?
Does he want a ring?
Does he want a kite?
Does he want a penny?
Does he want a plate?
Does he want a book?
Does he want a flag?
Does he want a table?
Does he want the sun?

Have the child answer "yes" or 'no" to the following questions.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Is a ball square?
Is a kite round?
Is a box square?
Is a nickle round?
Is a long box a rectangle?
Is a baseball field round?
Is a football a triangle?
Is a piece of pie a triangle?
Is a door a rectangle?
Is a silo round?
Is a dollar a rectangle?

Have the child answer "yes" or "no" to the following questions:

Food Mix-Ups

Is an apple a fruit?
Is a carrot meat?
Is ham dessert?
Is an onion a vegetable?
Is Jello meat?
Is chicken meat?
Is pie a dessert?
Is a banana a fruit?
Is an orange a vegetable?
Are green beans meat?
Is turkey a meat?
Are tomatoes dessert?
Is corn a vegetable?
Is a potato a fruit?
Is cake a dessert?
Is bacon meat?

Have the child answer "yes" or "no" to the following questions:

Do you have hair on your arms?
Do you breathe water?
Can you bend your forehead?
Can you touch your ears with your tongue?
Does air come in and out through your nose?
Can you clap your hands?
Do you sing out of your ears?
Is your tongue wet?
Will your hands come off if you wash them all the time?
Can you pick up a book with your elbows?
Does a belt go around your thigh?
Do you have three arms?
Do you stand on your feet?
Are your toes on your knees?
Does it hurt to cut off hair? Nails?
Are your fingers longer than your toes?
Are your lips the same color as your chin?
Are your teeth the same color as your hair?
Do you hold a pencil between your toes?
Is my nose on my face?
Are my fingernails on my toes?
Do my wrists make my feet move?
Do my ankles make my hand move?
Do my eyelashes go up and down when I blink?
Does my tongue move?
Are my knees part of my leg?
Are my elbows part of my arms?
Do my ears sometimes get dirty?
Do you have hair on your head?
Do you crawl on your knees?
Do you have teeth in your mouth?

Have the child answer "yes" or "no" to the following questions:

Do you hug people with your arms?
Do you point with your ear?
Do you see with your eyes?
Do you taste with your tongue?
Do you smell with your elbow?
Do you wear gloves on your hands?
Do you wear socks on your feet?
Do you wear a watch on your ankle?
Do you wear a hat on your ankle?
Do you wear a belt around your head?
Do you kneel on your knees?
Does the food you eat go into your tummy?
Do you wear a necklace around your leg?
Do you bite with your fingers?
Do you hear with your eyes?
Do you comb your teeth?
Do you use shampoo on your hair?
Do you wear a ring on your foot?
Do you wear glasses on your arm?

Have the child answer "yes" or "no" to the following questions.

Can you feel thunder?
Does ice feel hot?
Can you feel noise?
Can you feel a bee sting?
Does a sidewalk feel smooth?
Can you feel the top of a tall building?
Can you feel through closed windows?
Can you feel a fire engine siren from your window?
Does fire feel cold?
Can you feel your dog?
Can you feel the stars?
Can you feel the clouds?
Does a pillow feel hard?
Can you feel print?
Can you feel wetness?
Can you feel a cow moo?

Have the child answer "yes" or "no" to the following questions.

Can you see the stars?
Can you see a ball bounce?
Can you see music?
Can you see people on the telephone?
Can you see your dream?
Can you see a movie?
Can you see your friend's dream?
Can you see a potato while it is growing underground?
Can you see a noise? (Not what is making it, but the noise itself.)
Can you see birds flying?
Can you see through a wall?
Can you see through a window?
Can you see in a darkened room?
Can you see the clouds?
Can you see colors?

Smell

Have child answer "yes" or "no" to the following questions.

Can you smell a flower?
Can you smell a bee stinging you?
Can you smell perfume?
Can you smell ice?
Can you smell windows?
Can you smell the clouds?
Can you smell sunshine?
Can you smell a skunk?
Can you smell dinner cooking?
Can you smell curtains blowing?
Can you smell a ball bouncing?
Can you smell bacon frying?
Can you smell fumes from a bus?

Taste

Have the child answer "yes" or "no" to the following questions:

Does a lemon taste sweet?
Does coffee taste bitter?
Does popcorn taste salty?
Does salt taste salty?
Does flour taste sweet?
Does pepper taste good?
Does cinnamon taste salty?
Does an orange taste sweet?
Does candy taste bitter?
Does vinegar taste sour?

Hear

Have the child answer "yes" or "no" to the following questions.

Discuss - Where are your ears? What do you do with your ears? - (listen - hear).

Can you hear a radio?
Can you hear sunshine?
Can you hear thunder?
Can you hear music?
Can you hear a train?
Can you hear snow fall?
Can you hear the clouds?
Can you hear a dog bark?
Can you hear people talk?
Can you hear a telephone ring?
Can you hear a bug crawling?
Can you hear a balloon pop?
Can you hear the stars?
Can you hear a fish swim in a bowl?

At home or school listen to the sounds of the following items:

doorbell
radio
razor
vacuum
electric broom
blender
water
T.V.(not looking but listening)

Clothes

Have the child answer "yes" or "no" to the following questions:

Do you wear a coat in the summer?
Do you wear a bathing suit in the summer?
Do mittens keep your feet warm in winter?
Do you wear snowpants at the beach?
Do you swim in your boots?
Do your socks keep your shoes dry?
Do pajamas go with your slacks?
Does an umbrella help you on a rainy day?

Toys

Have the child answer "yes" or "no" to the following questions:

Does a kite fly?
Does a bell bounce?
Does a doll blow?
Does a car go?
Does a bat hit?
Does a whistle blow?
Does a train fly?
Does a balloon creep?
Does a slide slip?
Does a gun swim?
Does a bike go on a track?
Does a mask talk?
Does a ball ring?
Does a top spin?
Does a block stop?
Does a jump rope jump?
Does a skate move?

Family

Have the child answer "yes" or "no" to the following questions:

Is father a woman?
Do brothers wear dresses?
Do girls grow up to be women?
Do boys grow up to be men?
Does mother wear a suit & tie?
Is the man in the family the husband?
Is an uncle a lady?
Is a grandfather a man?
Is the man in the family the wife?

Houses and Homes

Have the child answer "yes" or "no" to the following questions:

Do houses have feet?
Do doors open?
Do vacuums clean?
Do windows have glass?
Do lawnmowers cut?
Do tables talk?
Do washers clean?
Do floors walk?
Do beds play?
Do kitchens have dishes?
Do bathrooms have sinks?
Do stoves heat?
Do living rooms sing?
Do rugs cover?
Do machines help with work?
Do refrigerators cool?

Have child answer "yes" or "no" to
the following questions:

Do cows hop very fast?
Do squirrels have soft fur?
Do mice like cheese?
Can the rabbit hop fast?
Is the elephant very heavy?
Do rabbits have long ears?
Does the cow have a bushy tail?
Does the camel live in a hole?
Does the cow live in the barn?
Does a camel have a hump on his back?
Does the squirrel live in the woods?
Does the horse have a long tail?
Is the horse the largest animal in the zoo?
Do elephants have soft warm wool?
Do sheep jump from tree to tree?

Have child answer "yes or "no" to
the following questions:

Do zebras live on the farm?
Does a cow lay milk?
Is there a barn on the farm?
Do sheep live on the farm?
Can the farmer milk the ducks?
Do chickens lay eggs?
Does the farmer grow food?
Can the tractor grow?
Is there a store on the farm?
Does the farmer plant seeds?
Do the horses fly high?
Can hay grow into a horse?
Does the farmer work in the zoo?
Does the chicken plant her eggs?
Are ducks covered with fur?
Do the sheep help the farmer plow?
Is the green grass the pasture?
Does the farmer harvest animals?
Are there farms in the city?
Does the farmer grow food in the barn?
Does the pig slush around in the mud?

Have child answer "yes" or "no" to
the following questions:

Do snakes have legs?
Does a turtle have fur?
Does a dog have a tail?
Does a turtle live in water?
Do snakes live in holes?
Does a dog have fur?
Does a rabbit hop?
Does a snake have fur?
Do lizards have legs?
Does a duck swim?
Does a dog have fins?
Does a turtle have a shell?
Does a snake have long ears?
Does a raccoon have fur?
Does a turtle live in a bird cage?

Have the child answer "yes" or "no" to
the following questions:

Is a dog an animal?
Is a bird an animal?
Is an airplane an animal?
Is a lion a farm animal?
Is a cow a farm animal?
Is an elephant a zoo animal?
Is a bear a zoo animal?
Is a pig a zoo animal?
Is a car an animal?
Is a horse an animal?

Have the child answer "yes" or "no" to the following questions.

Do trains fly?
Do passenger trains carry people?
Do boats fly?
Do people travel?
Do cars run on a lake?
Does a sailboat need a motor?
Do trucks deliver things?
Do jets soar?
Do bicycles go on tracks?
Do cars travel?
Do freight trains carry things?

Have the child answer "yes" or "no" to the following questions:

Does the farmer grow food for us to eat?
Does the mailman bring us food?
When you have a toothache, do you visit the librarian?
If you go to a restaurant, does the waitress or waiter help (serve) you?
When you go to the doctor, do you see a nurse there,too?
Does the fireman take care of the zoo animals all the time?
Does the barber cut your hair for you?
Does the farmer fill up your car with gasoline?
Does the policeman take care of us?
Does the milkman bring us cheese, butter, eggs or milk?
When we go to the library, does a nice librarian help us?
Does the saleslady take our money when we buy something in the store?
Did the baker bring us the mail this morning?
Does the doctor make good bread to eat?
Does the druggist fix our medicine for us in the drugstore?
Do trashmen help us keep our homes and streets clean?
Does the conductor take our tickets on the train?
Do teachers help us in school?
Does the engineer make the train go?
Do construction men get paid?
Is sawing wood hard work?
Do dogs drive motor buggies?
Do men who pour cement need muscles?
Does milk come out of a cement truck?
Is concrete made of feathers?
Can you saw wood with a candy cane?
Do the hard hats keep your head safe?
Are concrete blocks made of marshmallows?
Do you need to know how to drive to use a motor buggy?
Is cement wet?
Do you wear a hard hat on your shoulder?
Does a time card show how long you worked?
Is concrete dry?
Are nails made to eat?

Have the child answer "yes" or "no" to the following questions:

Can we pick apples in the spring?
Do we make snowballs in the summer?
Do the leaves fall off the trees in the spring?
Do we go swimming in the ocean in the summer?
Do many flowers bloom in the spring?
Do the birds fly south in the summer?
Do we wear warm clothing in the winter?
Do April showers come in the spring?
Do we have a Christmas tree in the fall?
Can we ice skate in the summer?
Does the farmer plant his fields in the winter?
Do we wear thin clothes in the summer?
Do the boys play football in the summer?
Do the boys play baseball in the winter?

Have the child answer "yes" or "no" to the following questions:

Is a fly bigger than a bird?
Is a penny more than a million dollars?
Is a library bigger than a book?
Is a brick bigger than a building?
Is a ship bigger than a canoe?
Is a tree bigger than a blade of grass?
Is an anthill bigger than a mountain?
Is a goldfish bigger than a whale?
Is an airplane bigger than a kite?
Is a thread bigger than a chain?
Is a minute longer than a day?
Is a rock bigger than a pebble?
Is a college bigger than a kindergarten?
Is a baby bigger than an old man?
Is an escalator bigger than a step ladder?
Is a fan bigger than a furnace?
Is a cup of water bigger than an ocean?
Is a mile longer than an inch?
Is a newsboy bigger than the president?
Is a lion bigger than a kitten?
Is a box bigger than a warehouse?
Is a river bigger than an ice cube?
Is a car bigger than a train?

Have the child answer "Yes" or "No"
to the following questions.

Is a bird clothing?
Is a cat an animal?
Is a hat clothing?
Is an elephant a food?
Is a car an animal?
Is a coat clothing?
Is a show an animal?
Is a zebra an animal?
Is an apple food?
Is a steak food?
Is a skirt an animal?
Is a shoe food?
Is an orange an animal?
Is a dog an animal?
Is a carrot an animal?
Is a potato clothing?
Is a sock a food?
Is a duck an animal?
Is a shirt an animal?
Is a skirt a food?
Is a cauliflower an animal?
Is a tiger an animal?
Is a tomato clothing?
Is a lock food?

GO-TOGETHER MIX-UP
Have the child answer "yes" or "no" to
the following questions.

Does a candle go with a coat?
Does a show go with a chair?
Does a bird go with a nest?
Does a fireman go with a school bus?
Does an ice cream cone go with a pocketbook?
Does a lightbulb go with a lamp?
Does a paintbrush go with a fireman?
Does a flower go on the floor?
Does a glass go with an apple?
Does a hammer go with some thread?
Does a key go with a lock?
Does an astronaut go with a space capsule?

Have the child answer "yes" or "no" to
the following questions.

In my house can you see
a bed? a cow? a chair? a horse? a dish?
a stove? a cup? a clock? a table? a barn?
In my yard can you see
a flower? a cup? a walk? a house? a leaf?
a bed? a pig? a tree? a book? a swing?
On the farm can you see
a barn? a house? a store? a farmer? a school?
a duck? a sheep? a show? a pig? a cow?
At school can you see
a farmer? a bell? a paper? a cookie? a pencil?
some children? some chickens? a postman? a teacher?

At the pet store can you see
    a bird?   a cake?   a puppy?   a teacher?   a kitten?
    a baby?   a tree?   a duck?   a rabbit?   a monkey?
At the circus can you see
    some clowns?   an elephant?   a tent?
    circus ponies?   ticket seller?   many people?
    some dogs doing tricks?

Have the child answer "Yes" or "No" to the following questions.

Do boys jump?
Do aples play?
Is a lemon lumpy?
Does the sun shine?
Do dogs meow?
Do cows moo?
Do candles sink?
Is sugar red?
Do slides slip?
Does a cup wrinkle?
Is happiness sad?
Do rocks roar?
Do sandwiches frown?

Other Suggestions

Put Your Finger in the Air Song

Simon Says

Identification of sounds - Animal sounds, People sounds, Household sounds, Vehicle sounds, Toy sounds

Materials and Games

Easel and Listening Games - Mary Merwin
(Acadia Press - $5.75 set)

Animal Talk
(A game by Mattel, Inc., approximately $5.00)

Barnyard Animals Record - The Brooks Record
(Droll Yankee, Inc., Providence, R.I. - $2.00)

Language Master
(Bell and Howell Co., 7100 McCormick Rd., Chicago, Ill., 60645)

Peabody Language Kit Tapes, Level P - #3
(American Guidance Service, Inc., Circle Pines, Minn. 55014 - $4.00 & $8.00)

D.L.M. Auditory Training Familiar Sounds
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657)

D.L.M. Auditory Perception Training Tapes
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657)

Learn to Think Series - Red, Blue, Green, Gold Series
(Science Research Associates, Chicago, Ill. - Teacher's Manual $ .75; Student Book - $1.00)

Classification - Tapes
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229 - #2715 - $30.00)

INTEGRATED AUDITORY AND VISUAL RECEPTION

Record and Film Strip
(G.E. Phono-Viewer)

Simple Object - Bingo
(Whitman-Western Publ. Co., Inc., Racine, Wisc. 53404)

Let's Go Shopping - My Home
(Playskool - Chubbs Books)

Learn to Think Series

Red/Blue/Green/Gold Books
(Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611)

ALAP - Autosort Language Arts Program (Bell and Howell Language Master)
(Bell and Howell Co., 7100 McCormick Blvd., Chicago, Ill. 60645)

Definition

Visual Association is the ability to coordinate and compare what is seen in a meaningful way. This function includes many of those skills commonly referred to as "reasoning" and "problem solving."

Sampling Procedure

A suggested method for examining the child's capabilities in this area is through the use of pictures only so that the non-reader suffers no disadvantage. The child is shown a picture (the stimulus) (Ex. - a bone) with such directions as, "Look at this." Then he is requested to "Find the one that goes with it", from a group of four other pictures presented to him. Example:

1. pipe
2. baby rattle
3. dog
4. pencil

The task requires that the child keep two concepts in mind and recognize the correspondence between them. The acceptable choice is the one picture which is most closely related to the stimulus picture (Ex. the dog). The child points to the correct picture thus indicating that he has understood the visual relationships.

Deficit Remediation

The development of skills in visual association must first take into consideration prerequisite skills similar to those found in Visual Reception. These are restated here for the reader's convenience.

(1) Visual acuity - any existing visual problems need correction;
(2) Visual attention - the ability of the eyes to fixate on a visual presentation long enough to grasp it.
(3) Basic childhood knowledge and experience;
(4) Visual-Motor Perception - judgments made by the eyes that determine body actions, (When a person wants to sit, he can place his body onto a chair. He estimates correctly and does not find himself on the floor.);
(5) Basic Fine Motor Skills (cutting, etc.);
(6) Figure/Ground Perception - the ability to see shapes when veiled by other visual material, (finding the bird in the bush).

The program in visual association directs efforts toward helping the child organize information to form new relationships. It is geared to helping the child hold ideas in mind and consider them in relation to each other.

Start by using concrete objects and pictures to show in what way different things may be alike. For example, shape and size (things that are round, small, etc.), color (things that are red, etc.), function (things that fly), number (collection of units). Progress to the level of abstract qualities, such as conditions (things that are cold, etc.), emotions (people that are happy, etc.). Now expand the entire series of activities to include the concept of difference: In what ways are they not alike? Next, use concrete objects and pictures to teach which things go together. For example: A cup and a saucer, a farmer and a tractor. Demonstrate, as well as verbalize, their relationship.

Show the child how to figure out relationships other than by comparisons in appearance by introducing the notion of part-to-whole. For example: A handle to a cup, a stem to a flower.

The concept of time and space may be difficult for the child to grasp; however, help him acquire these relationships with pictorial representations of the concepts. For example: pictures of morning and evening, summer and winter and pictures showing the holidays of the calendar year (in sequence) could be valuable tools for this purpose.

A more abstract way to directly relate two ideas is according to the concept of "opposites." Use specific items that readily illustrate the desired characteristics: big-little, in-out, boy-girl, top-bottom, etc. A more difficult level would be: good-bad, win-lose, real-pretend, etc.

A higher order dimension of the program is understanding the connection between cause and effect. For example, with pictures as aids, discuss the consequences of a child walking in front of a moving swing, a filled glass of water getting knocked over, etc. Promote evaluative thinking (manipulating ideas) by developing an awareness to alternate solutions to the pictured problem situations. Some appropriate activities would be "brainstorming" (finding solutions - some possible, some impossible, some better than others), choosing the alternatives for incomplete pictures, discerning the incompatibilities in picture absurdities. (Example: eating soup with a fork)

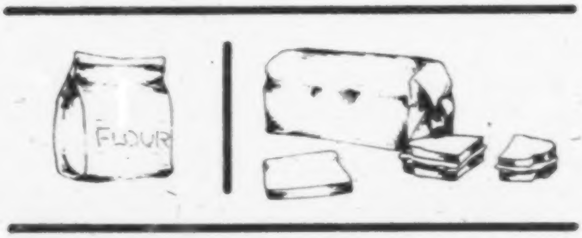
The final stages of this program are directed toward helping the child determine a specific relationship to match one already presented; that is, applying the relationship of one set of pictures to another set. These are handled as visual analogies. For example: The association of pictures of the bird and the nest indicate that the proper picture selection to go with the dog would be the doghouse. Therefore: A nest is to a bird as a doghouse is to a dog. This matching of relationships is a two-step process and it will be easier for the child to accomplish if he is first helped to recognize the type of relationship that exists between each of the specific items involved before he is asked to apply them.

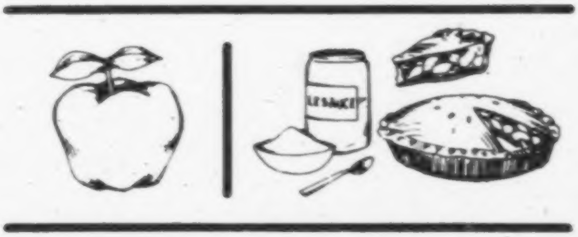
Use pictures as shown; simply label and categorize food according to what it is made from.

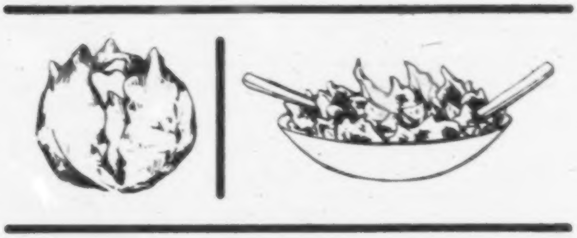
Prepare different foods in class to show how they are prepared, what different foods combine to make one dish, and how the food changes in appearance and taste with the preparation.

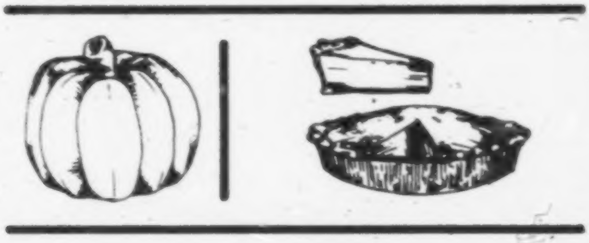
Suggestions: Make apple sauce from fresh apples, vegetable soup with fresh vegetables, pumpkin pie from a fresh pumpkin, fruit salad from fresh fruit, vegetable salad, bake bread and make sandwiches, make ice cream, etc.

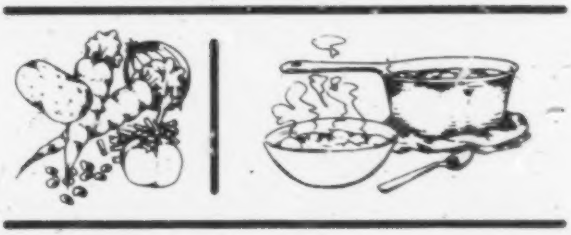
How Food Changes

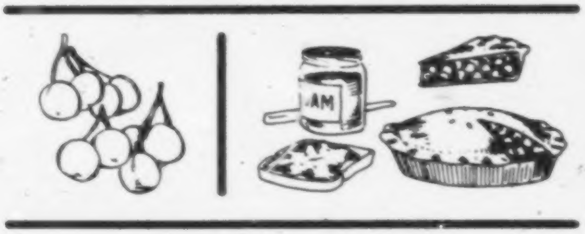








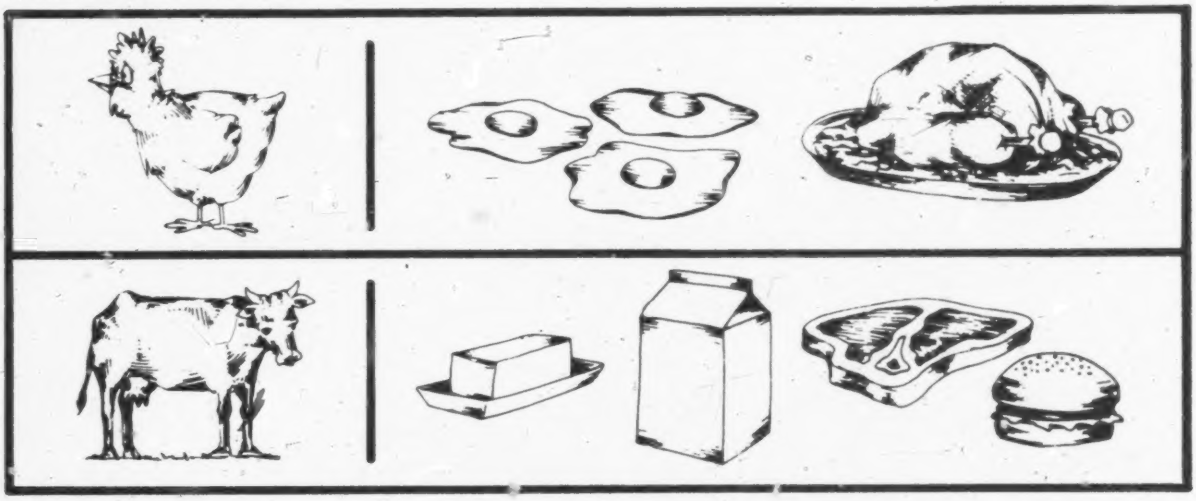




Use pictures as shown; simply label and categorize the food that comes from a cow or a chicken.

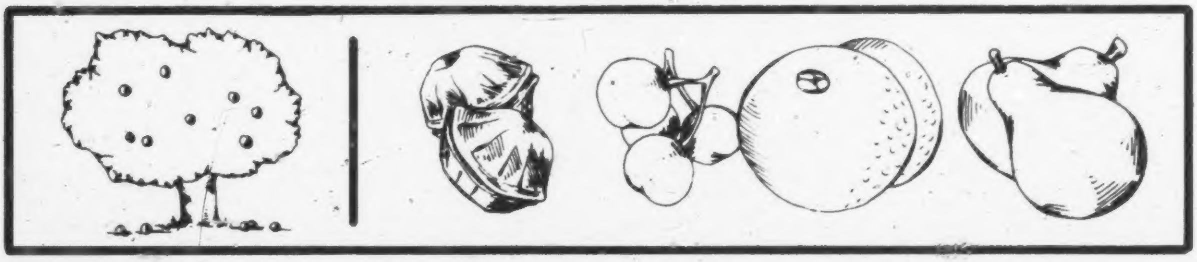
Field trips to a dairy farm, poultry farm, dairy and processing plants are necessary before the following exercise can be meaningful. Appropriate slides, movies and books can supplement trips.

Where Food Comes From



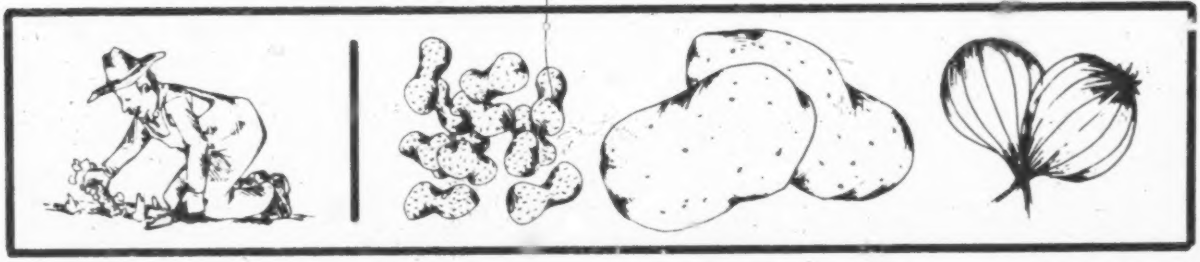
Use pictures as shown; simply label and categorize the food according to where it grows.

Field trips to an orchard, vegetable farm and processing plants are necessary before the following exercise can be meaningful. Appropriate slides, movies & books can supplement trips.

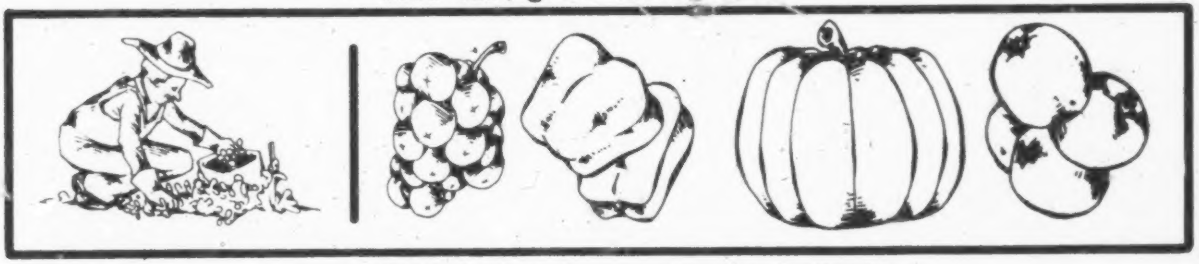


Food that grows on trees

(continued)



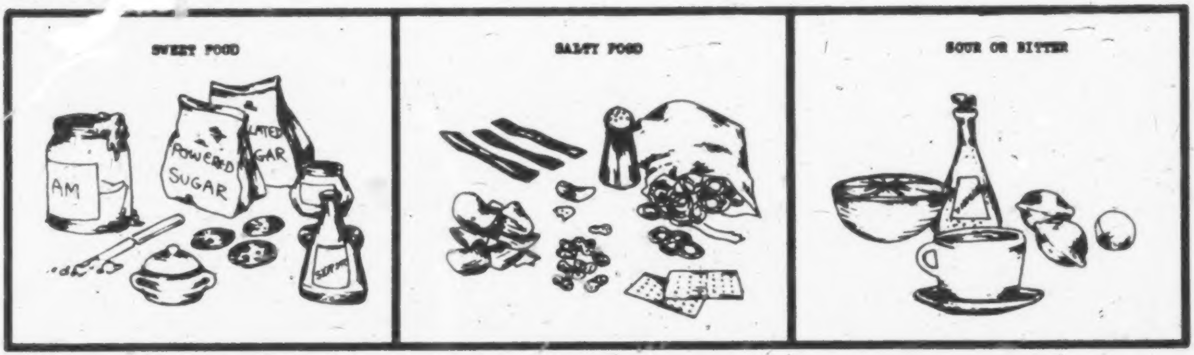
Food that grows underground



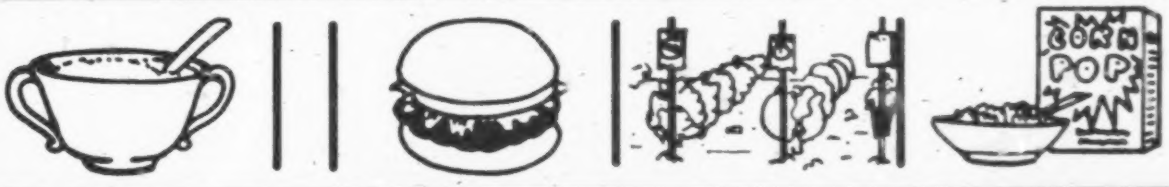
Food that grows on vines and plants

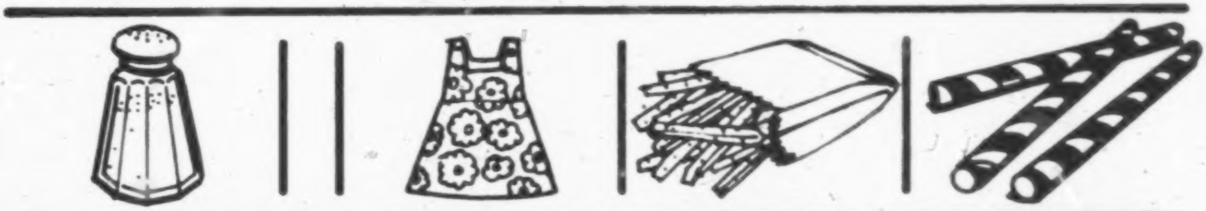
Arrange pictures as shown; simply label and categorize sweet food, salty food, sour or bitter food. Use the real food and have a tasting party.

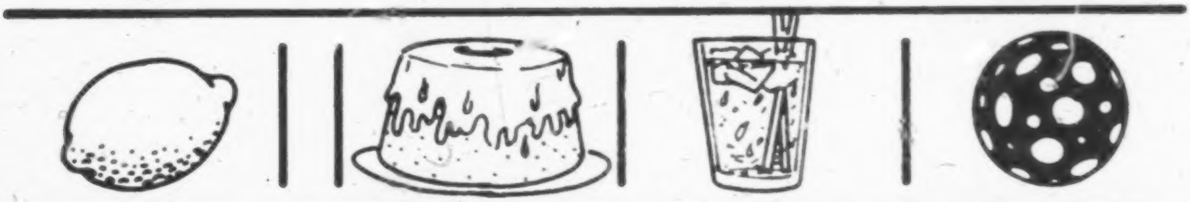
How Food Tastes

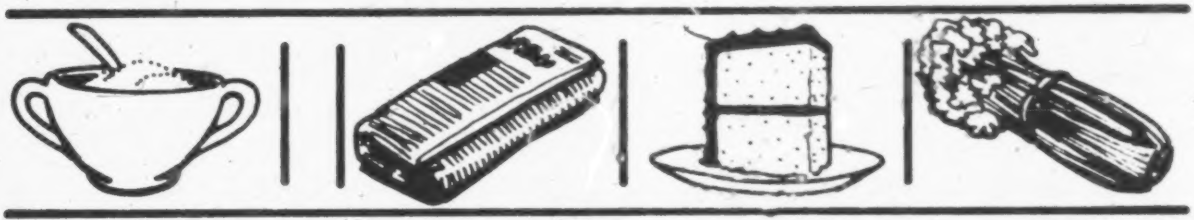

SWEET FOOD
AM
POWERED SUGAR
LATED GAR
SYRUP
SALTY FOOD
SOUR OR BITTER

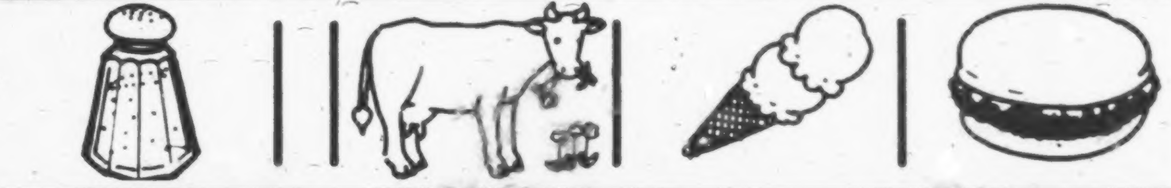
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

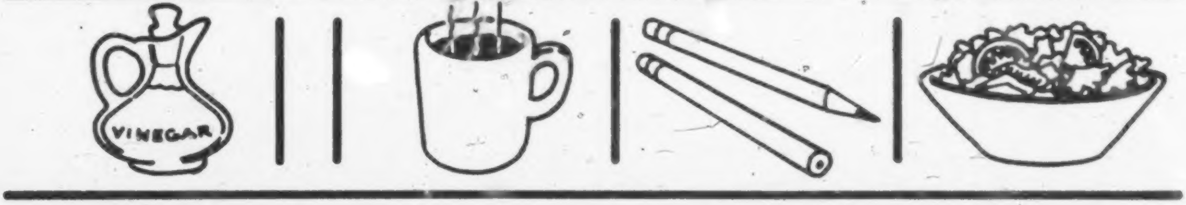


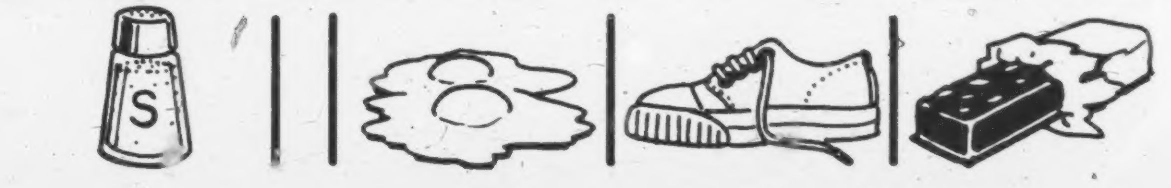




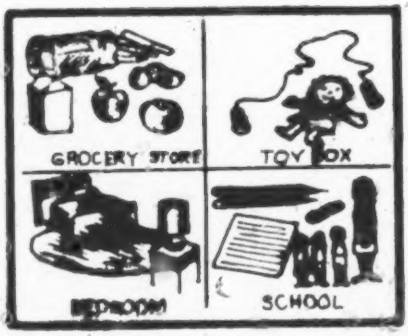








Help child find, cut out & paste pictures of different objects on a large piece of paper divided and labeled as shown.

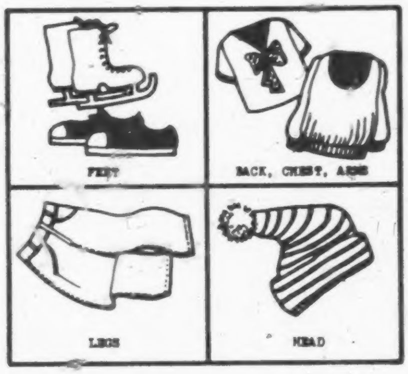


Example of finished sheet

Ask: "Where are your eyes? What do you do with them?" (see - look) Use the sentences: I can see (cookies) at the grocery store. I can see (a ball) at the toy store.

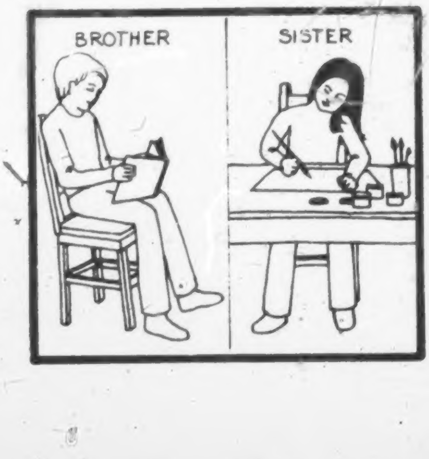
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown below.

Ask the child to find: two things he can wear on his feet; two things he can wear on his arms and shoulders, back and chest; one thing he can wear on his legs; and one thing he can wear on his head. Show the child his own clothing and demonstrate.



Example of finished sheet

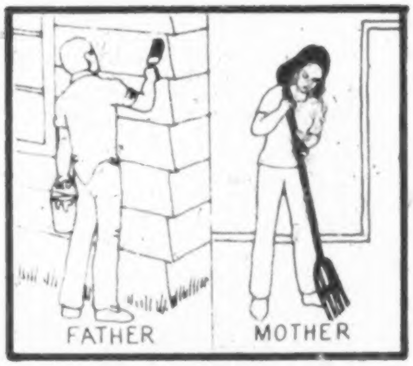
Help child find, cut out & paste pictures of activities and jobs brother(s) and sister(s) might do at home, at play or at school.



Example of finished sheet

Family

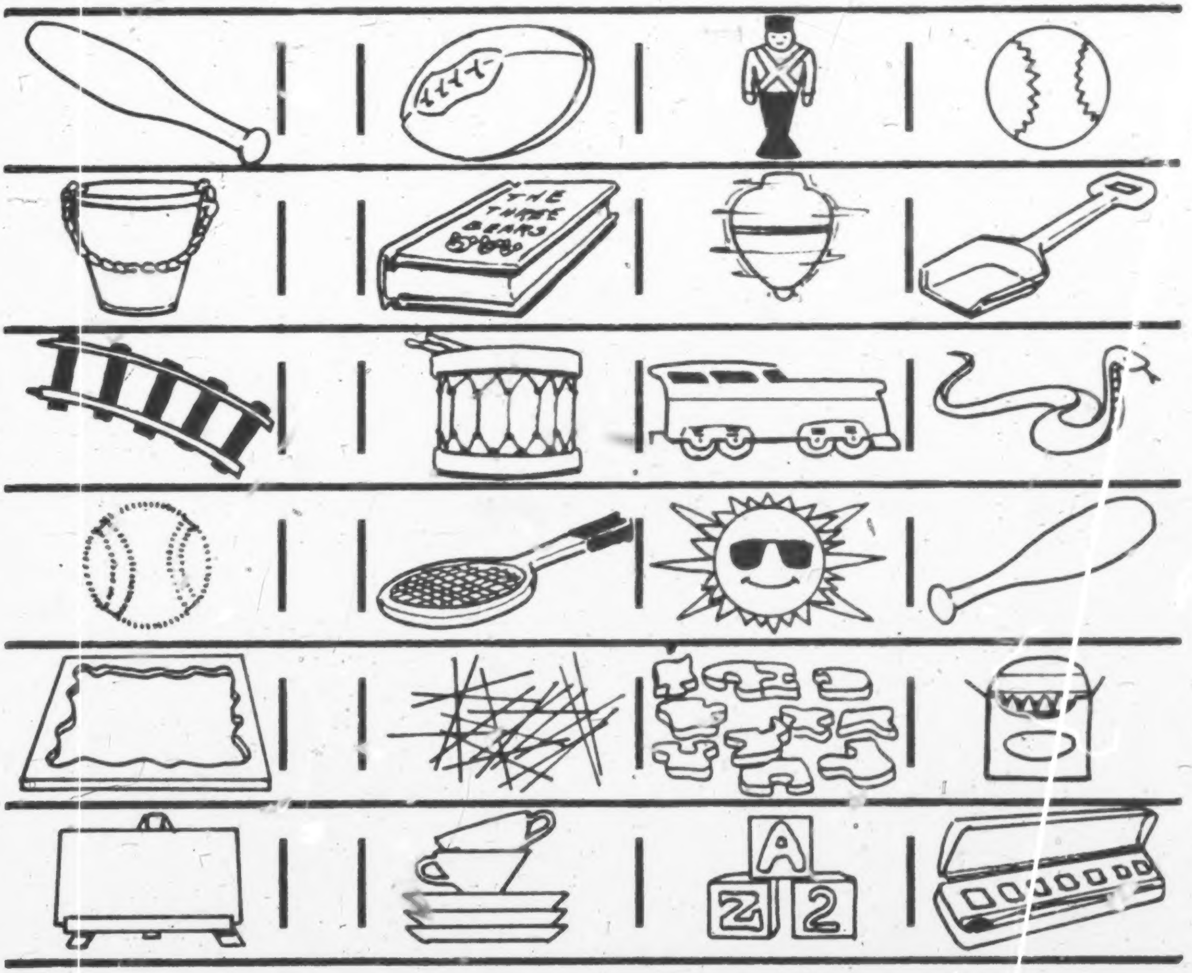
Help child find, cut out & paste on a large paper divided and labeled as shown, pictures of activities the mother and father might do at home or at work.


FATHER
MOTHER

Example of finished sheet

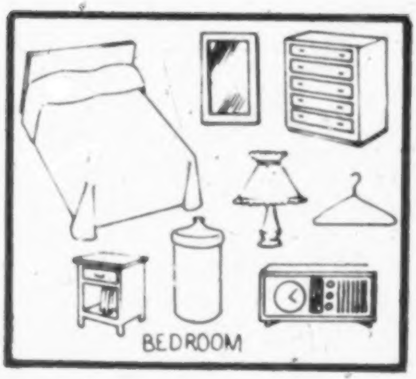
Toys

Arrange pictures as shown. Ask, "Which picture goes with the first one?"


THE THREE BEARS
A
Z
2

BEDROOM

Help child find, cut out and paste pictures of objects and furniture that you would find in a bedroom, on a large piece of paper.

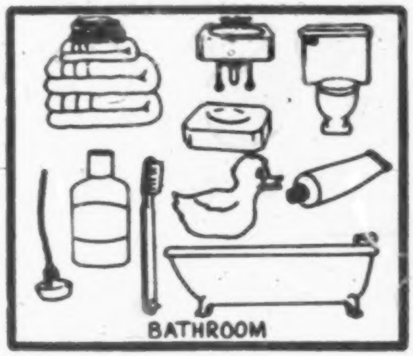


Example of finished sheet

Discuss the pictures by asking the name and use of each item.

BATHROOM

Help child find, cut out and paste pictures of a bathroom and things and equipment that are found in a bathroom on a large sheet of paper.

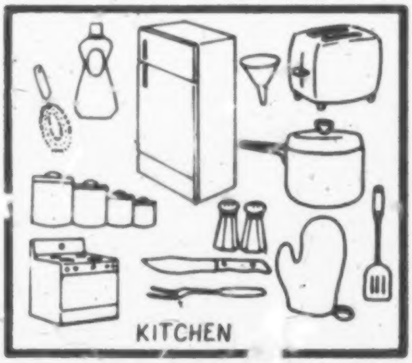


Example of finished sheet

Discuss the picture by asking the name and use of each item and fixture.

KITCHEN

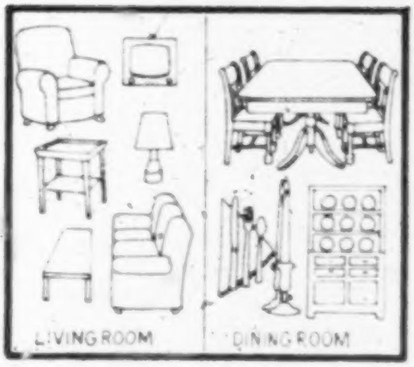
Help child find, cut out and paste pictures of a kitchen and things that are found in a kitchen, (furniture, machines, objects, etc.) on a large sheet of paper.



Example of finished sheet

Discuss the pictures by asking the name of each item, the use of each, which helps with work, which are hot or cold, etc.

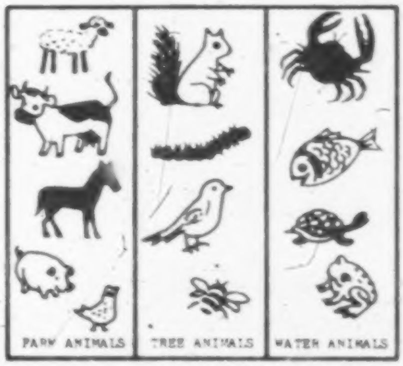
LIVING ROOM & DINING ROOM
Help child find, cut out and paste pictures of furniture and objects that are found in the living room and dining room on a large sheet of paper.


LIVING ROOM
DINING ROOM

Example of finished sheet

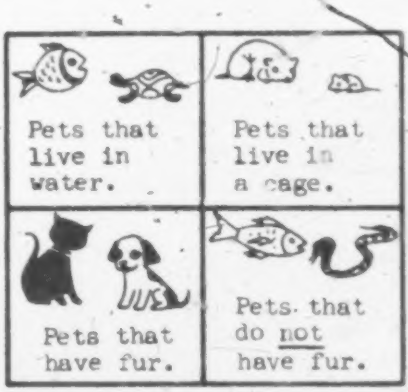
Discuss the pictures by asking the name and use of each item.

Use pictures of animals arranged as shown, simply label and categorize farm animals, tree animals, and water animals.


FARM ANIMALS
TREE ANIMALS
WATER ANIMALS

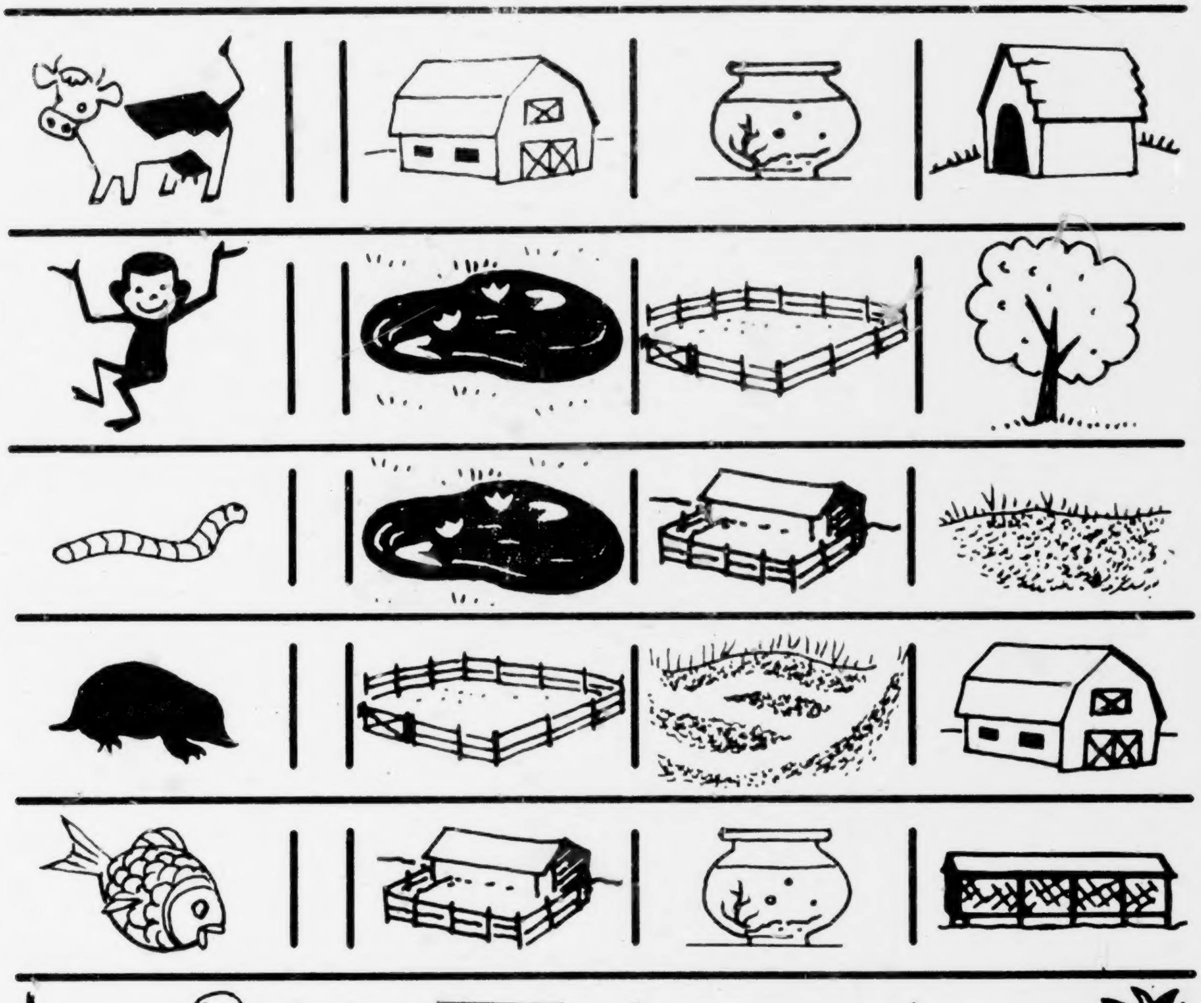
Example of finished sheet

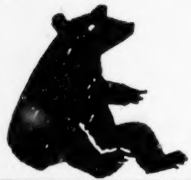
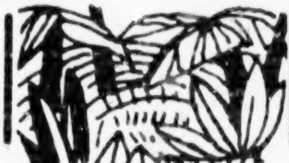
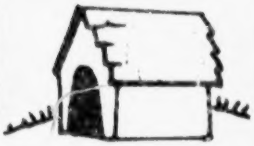
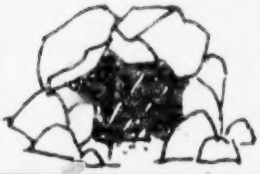
Help child find, cut out, & paste pictures of pets on a large piece of paper divided and labeled as shown

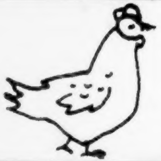
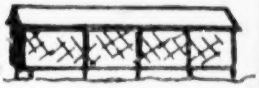
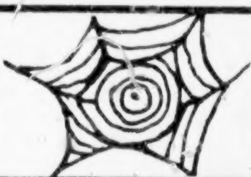
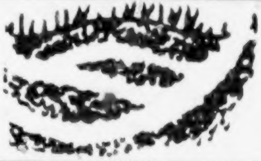

Pets that live in water.
Pets that live in a cage.
Pets that have fur.
Pets that do not have fur.

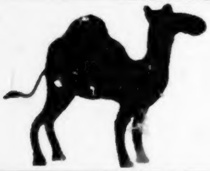
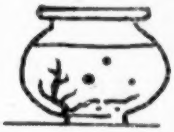
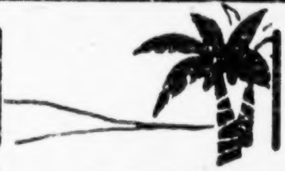
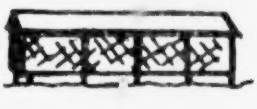
Example of finished sheet

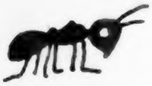
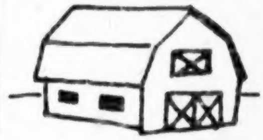
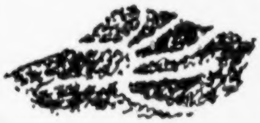
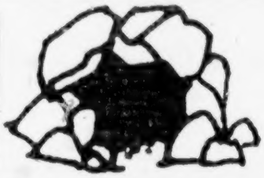
ANIMAL HOMES
Arrange pictures as shown, ask child
"Which picture goes with the first one?"

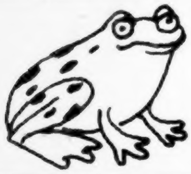
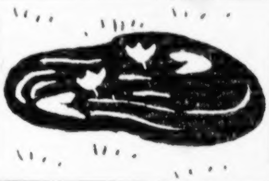
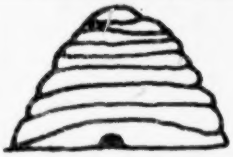
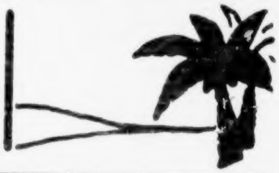


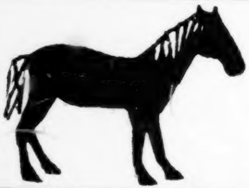
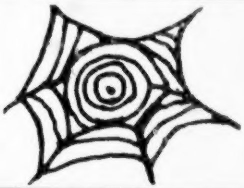
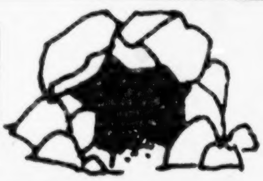
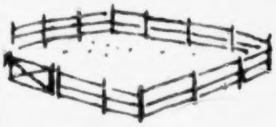





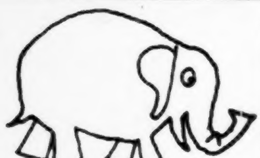
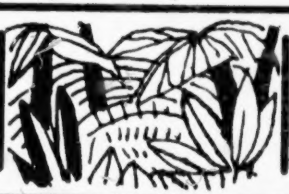
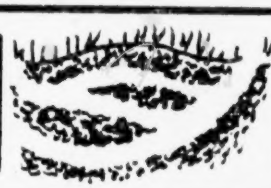
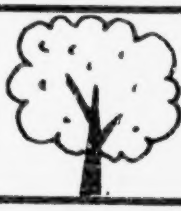





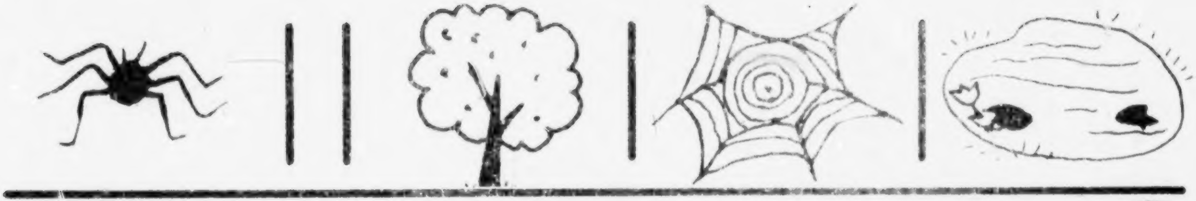





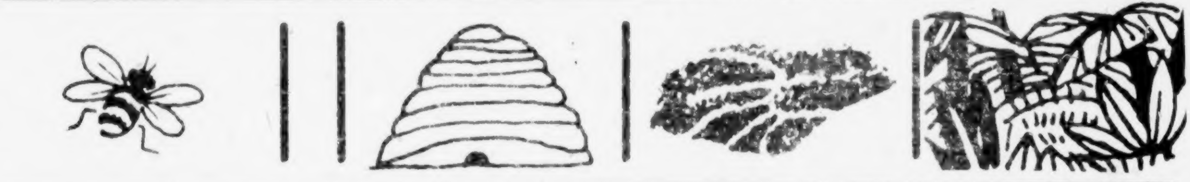





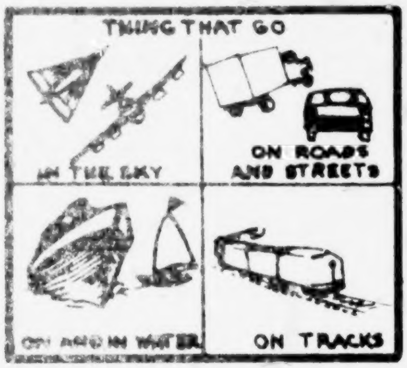





(continued)



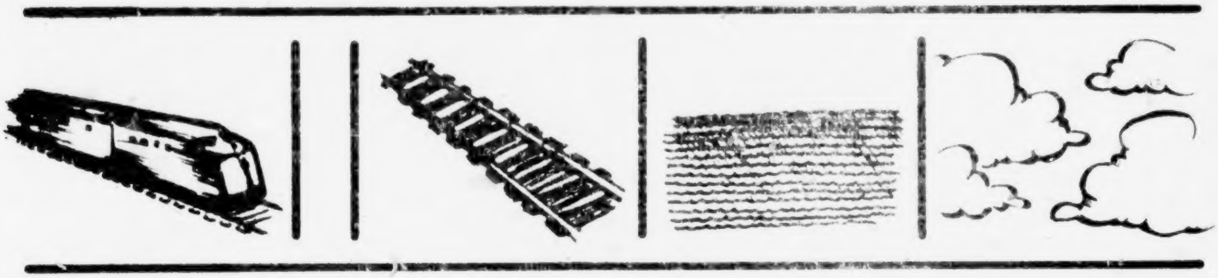


Help child find, cut out & paste pictures of transportation on a large paper divided & labeled as shown.

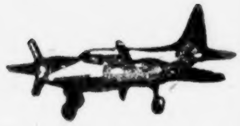
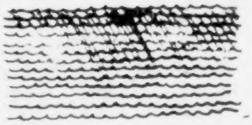

THING THAT GO
IN THE SKY
ON ROADS AND STREETS
ON AND IN WATER
ON TRACKS

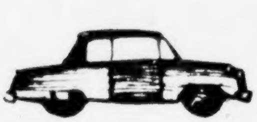
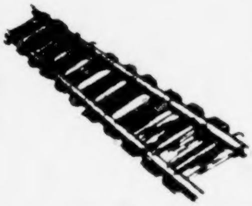
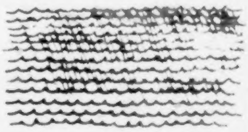
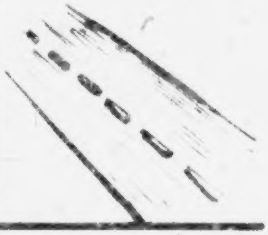
Example of finished paper

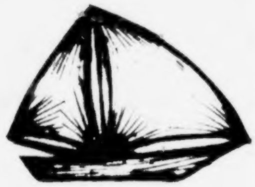
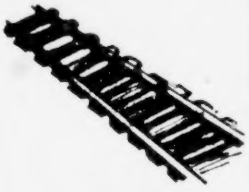
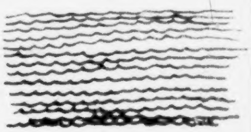
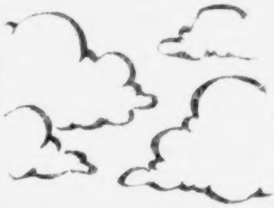
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

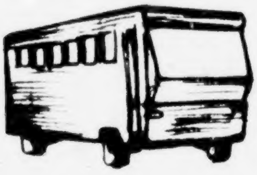


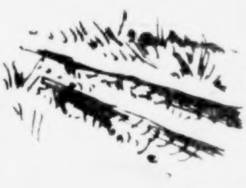
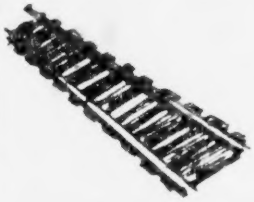
(continued)

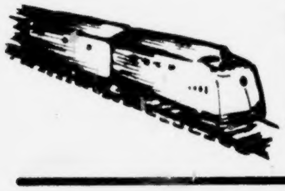
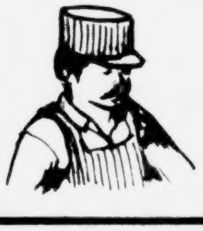
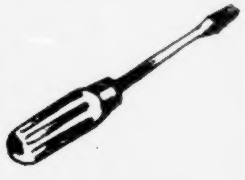
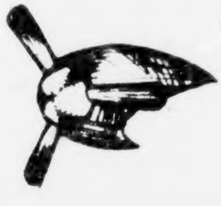





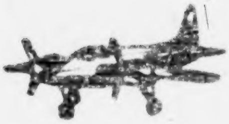
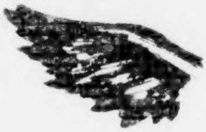
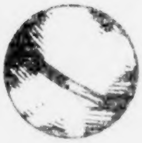
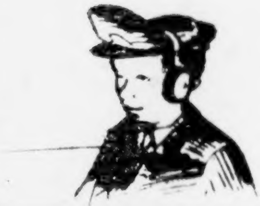


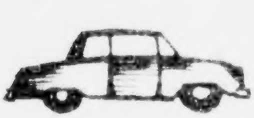
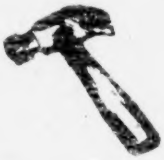
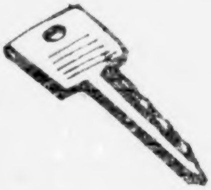
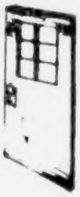



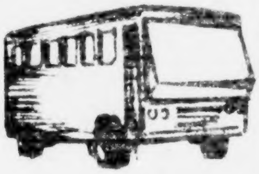
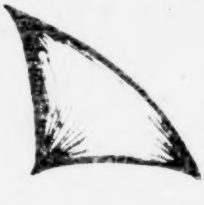
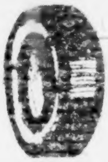
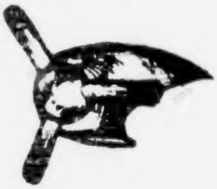
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

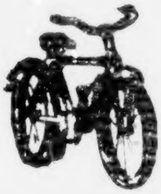
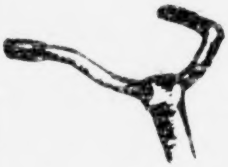





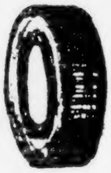
(continued)

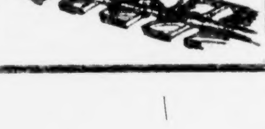
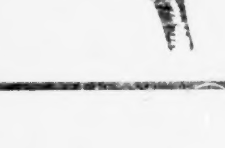
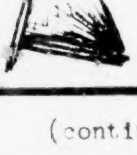





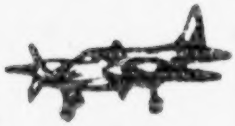



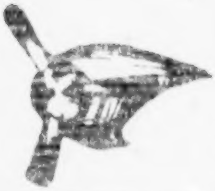
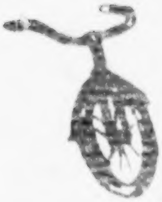
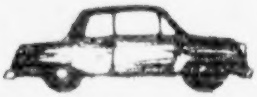
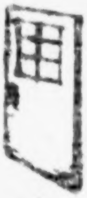
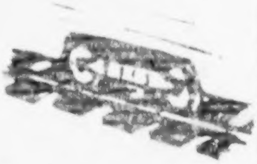
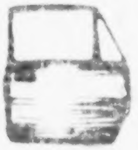
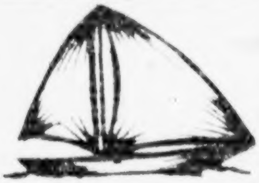
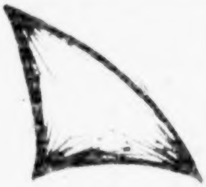
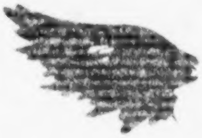
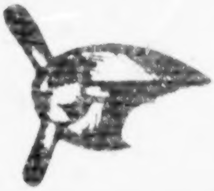


* Arrange pictures as shown. Ask, "Which picture is part of the first one?"

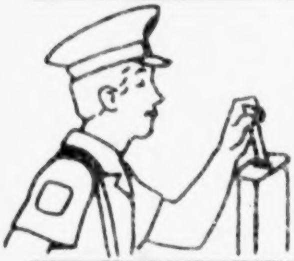
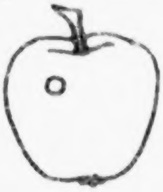




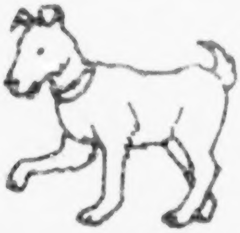
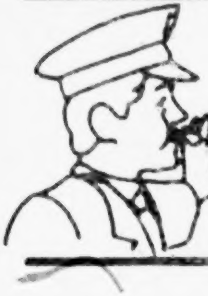
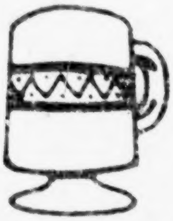
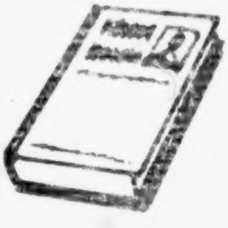
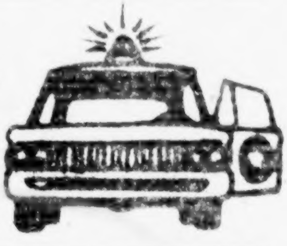
(continued)



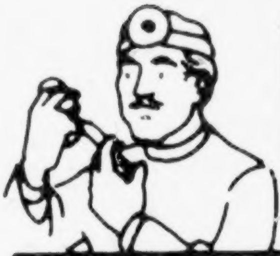
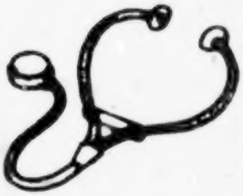
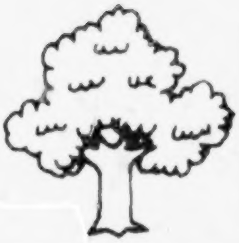
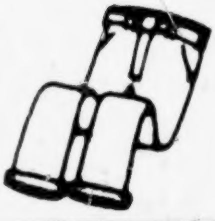











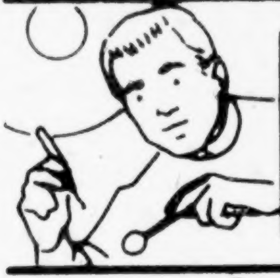
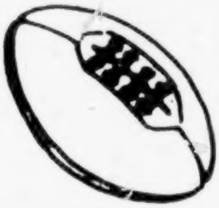
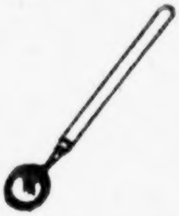
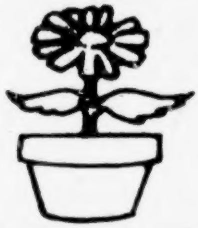
Arrange pictures as shown. Ask, "Which picture goes with the first one?"

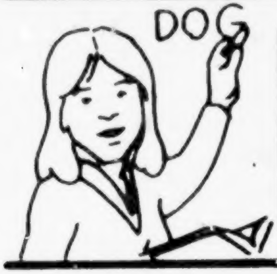



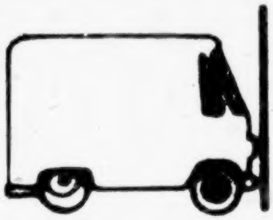
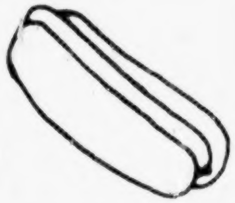
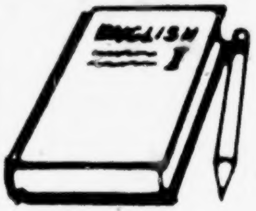






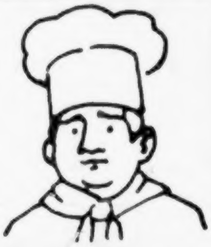
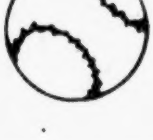
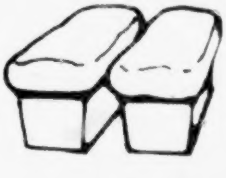
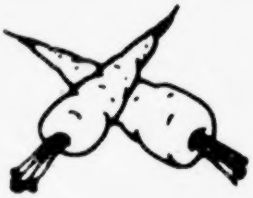
(continued)

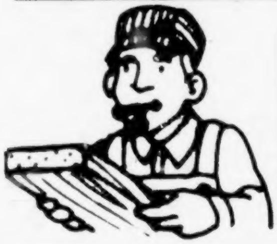
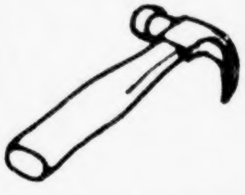
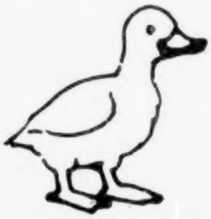
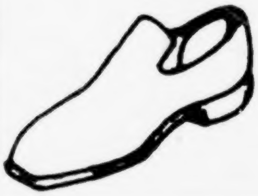





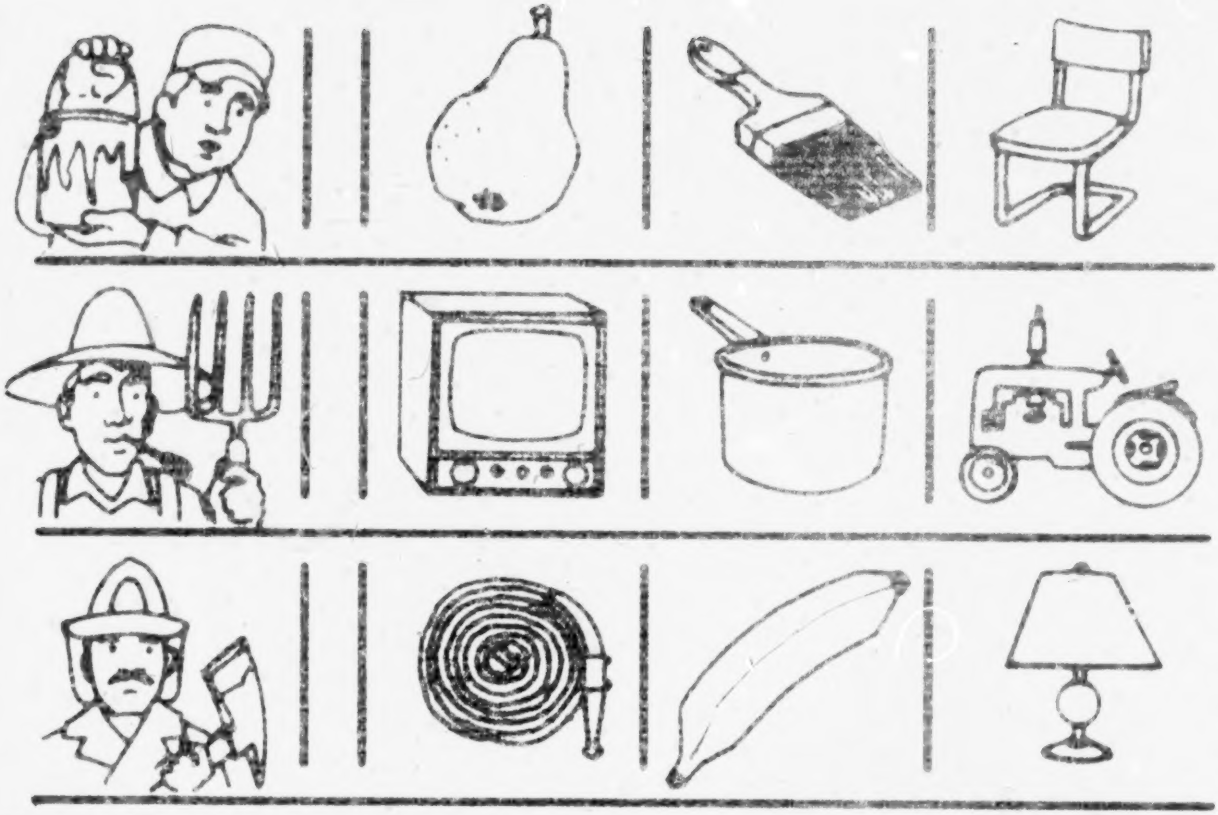


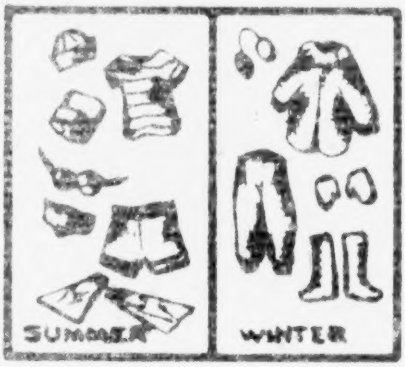





(continued)



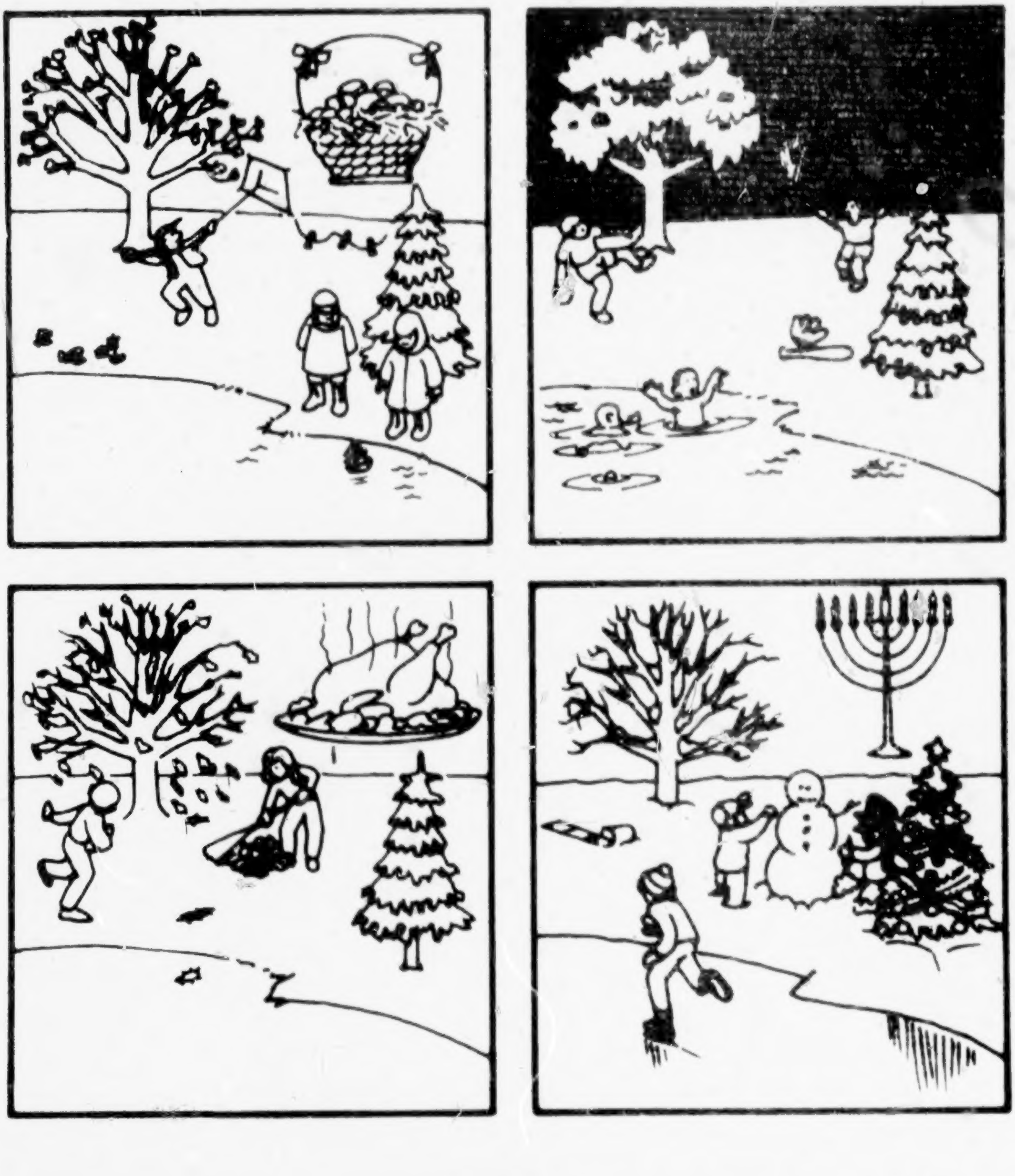
Help child find, cut out & paste pictures of clothes on a large piece of paper divided and labeled as shown.



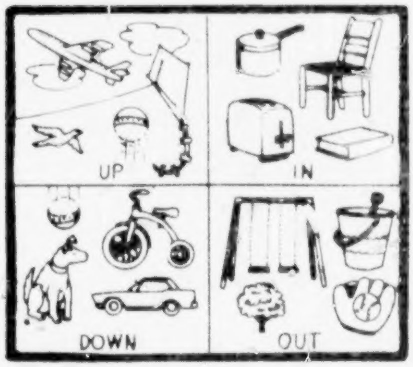
Example of finished sheet

Use sentences explaining the appropriate time to wear each. Example: "You wear (short pants, short sleeves, sleeveless blouses, bathing suits, etc.) when it is hot in the summer." "You wear (long sleeves, long pants, sweaters, coats, etc.) when it gets cold in the fall and winter." Get your child's own clothes and demonstrate the differences. Showing the real clothes is most important.

Use pictures of the seasons arranged as shown below; simply label and categorize what happens in the spring, summer, fall, winter.



Help child find, cut out & paste pictures listed below on a large piece of paper divided & labeled as shown below.



A toy that goes up in the air.
Something that I can find down on the ground.
Something I can (ride,travel) that goes up in the air.
Something that is in my house.
Something that can be found outside.

Other Suggestions

Go-together Box
(filled with appropriate items)

Big-Little Box
(filled with appropriate items)

Alike and Different Box
(filled with appropriate items)
(car/bus, airplane/helicopter, cat/lion, cup/glass)

Old McDonald Had a Farm Box

Materials and Games

Frostig Visual Perception Program
(Follett Educational Corp., 1010 West Washington Blvd., Chicago, Ill. 60607)

Match Patch
(Arrco Playing Card Co. - $ .28)

Go-Together Lotto
(Ed-U-Cards Mfg., Long Island, N.Y. - $1.25)

Opposite Concept for Felt Boards
(Beckley-Cardy Co., Instructo #33 - $2.50)

ABC Match Ups
(Playskool Mfg., Playskool Match-up #7101 - $1.00)

Associative Math Concept Items
(Creative Playthings - no longer mail order; purchase through local store)

Playhouse
(Childcraft Equip. Co. - $1.00)

Who Gets It?
(Dolch Materials, Garrard Publishing Co., - $1.98)

Playstore
(Childcraft Equipment Co. - $1.00)

People and Their Jobs
(Playskool Mfg. Co., Playskool Match-up #7106 - $1.00)

Animals and Homes
(Playskool Mfg. Co., Playskool Match-up #7106 - $1.00)

Store Windows
(Beckley-Cardy Co., Instructo Classification Set #36 - $2.50)

Seasons Felt Board Set
(Beckley-Cardy Co., Instructo #263 - $2.50)

Instructo Activity Kit - Discovering Opposites
(Instructo Products Co., Philadephia, Pa. 19131)

Help Yourself Opposites
(Whitman-Western Publ. Co., Inc., Racine, Wisc. 53404)

Continental Press Materials
(Continental Press Materials, Inc., Elizabethtown, Pa. 17022)

Playtrays Food and Clothing Sets
(Judy-General Learning Corp., Morristown, N.J. 07960 - $6.95)

Crossword Puzzles (Holidays/Fairy Tales/Seasons/Foods/Airplanes/Animals)
(Ideal School Supply, 5511 Edmonson Ave., Baltimore,Md.21229 - $2.00 each set)

Pictures for Pegboard - Classification - Opposites
(Ideal School Supply, 5511 Edmondson Ave.,Baltimore,Md.21229 - #271-1 $4.00)

Magic Cards - Opposites
(Ideal School Supply, 5511 Edmondson Ave.,Baltimore,Md.21229 - #271-2 $1.60)

Opposites - Charts
(Ideal School Supply, 5511 Edmondson Ave.,Baltimore,Md.21229 - #2710 $6.00)

Auditory Association

Definition

Auditory Association is the ability to coordinate and compare information heard in a meaningful way. This function includes many of those skills commonly referred to as "reasoning," "critical thinking" and problem solving.

Sampling Procedure

Manipulating linguistic symbols internally is sampled through the use of verbal analogies. The child is asked to complete a test statement by supplying an appropriate analogous word. (Ex. Fire is hot; Ice is __________).

The completion of an analogy requires that the child hold 2 concepts in mind and find their parallel features; i.e. find a meaningful relationship between them. For example, a drawer has the same relationship to a desk as a pocket has to a pair of pants.

Deficit Remediation

The development of skills in auditory association must first take into consideration prerequisite skills similar to those found in auditory reception. These are restated here for the reader's convenience.

1. Hearing acuity - any existing auditory problems (permanent or temporary) needing correction;
2. Auditory attention - the ability of the child to adequately attend to an auditory stimulus in order to grasp it;
3. Basic childhood language experiences (sounds in the environment, spoken words, etc.);
4. Figure/Ground perception - the ability to hear sounds when masked by other auditory information (hearing the phone while watching television, etc.); and
5. Short-term auditory memory - the ability to sufficiently retain an auditory stimulus in order to grasp it.

The program in auditory association directs efforts toward helping the child learn to manipulate ideas internally in order to form new relationships. Specifically, it helps the child listen to ideas, hold them in mind and consider them in relation to each other.

Two techniques for helping the child consider auditory relationships is through the use of:

1. Direct Questions - these will guide him to an awareness of the relationship between two things. For example, the comparison between a ball and an orange. Ask him, "What shape is a ball?", and "What shape is an orange?" Then ask, "Now, how are a ball and an orange alike?"

2. Visual Cues - these will direct attention to the parallel aspects of two things. For example, use pictures; even a simple line drawing to show the roundness of the ball and the orange will do. Perhaps a spontaneous gesture to indicate the shape would be adequate to elicit the desired response. If the child is experiencing undue difficulties in this area, a direct application of the visual association program would be suggested as the most expedient method for "reaching" a child with deficits on the auditory association level. Since we are working toward the remediation of an auditory skill, the instructor will, of course, add the verbal component (explanation of the parallel aspects) to each of the activities. This technique is a classic example of the use of an integrated approach and gradually weaning the child from his dependence on the other-channel clues (visual).

The sequence of activities of an auditory association program closely resembles its visual counterpart. The distinction is, however, that one or both of the two teaching techniques just discussed are to be applied to each activity. For detailed discussion of any of the following points, please refer to the appropriate area in the visual association section.

I. Directly relating 2 verbal concepts

  A. Identification of similarities and differences

    1. physical attributes
    2. structure
    3. function

  B. Opposites

  C. Other relationships

    1. things frequently seen together or used together
    2. part-to-whole

  D. Concept of time and space

  E. Concept of number and space

  F. Concept of cause and effect

II. Evaluating alternative solutions to a problem

   A. Brainstorming

   B. Choosing alternatives for incomplete stories

   C. Discerning the incompatibilities in verbal absurdities

III. Finding relationship to match one already given

   A. Analyze the separate relationships involved

   B. Then lead the child verbally to an awareness of the corresponding relationship.

COLOR - WHAT COLOR IS IT?
Have the child listen to each word and tell you the name of the color associated with each item: Example: apple - red.

If, after two tries there is no response or the response is incorrect, show the concrete objects or pictures to elicit the correct response. Now this is an integrated auditory & visual exercise. If continued visual reinforcement is needed, another way to play this game as an integrated auditory & visual exercise is to place pieces of colored paper in front of the child and have him associate the correct color pieces with his answer. Practice until the visual clues (pictures, objects and/or colored papers) are not needed to play the game and the child depends on just his auditory skills.

Things to Eat

apple
banana
milk
orange
peas
grape juice
tomatoes

lettuce
carrots
bread
coffee
sugar
grape jelly
cheese

chocolate
vanilla ice cream
strawberry ice cream
potato -outside(skin)
        -inside
lemon
cherry

Have the child listen to each sentence and tell you the name of the color associated with each item.

If, after two tries there is no response or the response is incorrect, show the concrete objects or pictures to elicit the correct response. This is now an integrated visual exercise. Another way to play this game as an integrated auditory & visual exercise is to place pieces of colored paper in front of the child and have him associate the correct color piece with his answer. Practice until the visual clues (objects, pictures, and/or colored papers) are not needed to play the game, and the child depends on just his auditory skills.

What color was the cheese in the mousetrap?
(Answer may be any appropriate color(s).
The leaves fall off the trees in the Fall.
What colors are they? (Answer may be any appropriate color(s).
The children built a snowman.
What color was he?
We bought a bunch of grapes at the store.
What color were they?

The tomato soup was very hot.
What color was it?
I have three goldfish in my fish bowl.
What color are they?
Apples grow on trees.
What colors are they?
He likes strawberry jam on his bread.
What color is the jam?
What color are the sheep that live on the farm?
The lemon tastes very sour.
What color is it?
We had chocolate cake for my birthday.
What color was the cake?
The rose is my favorite flower.
What colors do we see in roses?
The dog ran after the stick.
What color is a dog? (Answer may be any appropriate color(s).
What color were the cherries in the fruit bowl?
The turkey is a very large bird.
What color is it?
There were no clouds in the sky.
What color was the sky?
What color were the butterflies that flew by?
(Answer may be any appropriate color(s).
I like hot cocoa on a cold day.
What color is cocoa?

Ask, "What is the shape of a:"

ball
box
button
wheel
house

window
roof
ring
penny
kite

plate
book
flag
sun
table

Have child listen to the sentences and complete the sentence with an appropriate word.

A dollar is a rectangle;
a penny is__________.

A baseball is round;
a box is__________.

A kite is a diamond;
a cup is__________.

An apple is round;
a door is__________.

The sun is round;
the flag is__________.

A book is a rectangle;
a tire is__________.

A piece of pie is a triangle;
a plate is__________.

A piece of paper is a rectangle;
a ring is__________.

Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

Mother wears something on her finger. It is a piece of jewelry.
It is very pretty; it is a ring. - What shape is the ring?

We had a delicious glass of orange juice that mother squeezed from
an orange. - What shape was the orange?

I took my white handkerchief with me. - What shape is my handkerchief?

Mary is going to have a birthday. Mary's mother is going to buy her a
shiny gold bracelet. - What shape will her bracelet be?

I love to listen to stories about horses. Daddy reads the stories to me
from my book. - What shape is my book?

We went to park the car, and mommy gave me a penny to put in the parking meter. - What shape was the penny?

The other day it was raining. I sat for a long time looking out the
window watching the rain. - What shape is the window?

Jack was so happy because his daddy bought him a new watch. The part
of the watch where the numbers are is in a circle.
- What shape is the watch?

We have a flag in school. It has red and white stripes and stars.
- What shape is the flag?

I love to paint pictures of dogs on paper.
- What shape is the paper I draw on?

The bright sunshine makes me feel warm, and it makes all the flowers and
grass look pretty. - What shape is the sun?

My grandmother made a big apple pie. - What shape was the pie?

My mother cut a piece of pie for me.
- My piece was not round; it was
the shape of a__________.

(continued)

Sue and I like to watch the workmen building the house across the street. Yesterday the workmen put the roof on the house.

- What shape was the roof?

In school we made hats. Everybody made a different kind of hat. Mine was blue and big. It looked like the roof of a house.

- What shape was my hat?

Have child listen to the sentences and complete each sentence with an appropriate word.

A watermelon is big.
A berry is (little) .

An apple is red
A banana is (yellow) .

A pineapple is rough.
An apple is (smooth) .

A grape has few seeds.
Melons have (many) seeds.

The apple has seeds inside
The strawberry has seeds (outside).

Have child listen to the sentence and complete the sentence with an appropriate word.

You hear with your (ears) .
You see with your (eyes) .
You taste with your (tongue or mouth) .
You smell with your (nose) .
You feel with your (hands or skin) .
You think with your (brain) .
You wear a belt around your (waist) .
You hug people with your (arms) .
You wear a watch on your (wrist) .
We wear hats on our (heads) .
Mother wears bobby pins in her (hair) .
You kneel on your (knees) .
You wear socks on your (feet) .
You wear gloves on your (hands) .
A baby sucks with his (mouth or lips) .
The food you eat goes into your (stomach).
Girls wear necklaces around their (necks) .
Some girls put fingernail polish on their (fingernails) .
You bite and chew with your (teeth) .
A soldier marches with his rifle over his (shoulder) .
What part of your body do you listen with? (ears)

(continued)

What part of the body would you play the piano with? (fingers)
You wear glasses for your (eyes) .
What part of your body do you comb? (hair)
What part of your body do you wash every morning? (face & hands)
What part of your body do you use a brush & paste to clean? (teeth)
On what part of your body do you use a shampoo? (hair)
On what part of your body do you wear a ring? (finger)
You hold or catch a ball with your (hands) .
You kick a ball with your (foot) .
What part of your body lets you bend your arm? (elbow)
What part of your body lets you bend your leg? (knee)
On what part of your body do you lie down? (back/front)
Ladies wear stockings on their (legs) .

Have child listen to the sentences and complete the sentence with an appropriate word.

My knees are on my legs;
my elbows are on my (arms).

My ears are for hearing;
my eyes are for (seeing).

My teeth are for chewing;
my tongue is for (tasting).

My fingers are long;
my toes are (short).

My chest is in front;
my back is (behind).

My wrist is part of my arm;
my ankle is part of my (leg).

My fingernails are on my fingers;
my toenails are on my (toes).

My cheeks are on my face;
my thighs are on my (legs).

My teeth are white;
my hair is (brown, blond, red).

I sneeze with my nose;
I cry with my (eyes).

My hands are for writing;
my feet are for (walking).

On my hands I wear mittens;
on my feet I wear (shoes, socks).

My mouth is for eating & tasting;
my nose is for (smelling, breathing).

Feel
Opposites and Analogies

Have child listen to the sentences and complete the sentence with an appropriate word.

Pineapple is rough;
glass is (smooth) .

Fire feels hot;
ice feels (cold) .

Pillows are soft;
wool is (hard) .

The cat's fur is soft;
the porcupine's quills are (rough).

An ice cream cone is cold.
an iron is (hot) .

The sun makes the ground feel dry;
the rain makes the ground feel (wet).

The end of an eraser is dull;
the point of a pencil is (sharp) .

Taste
Opposites and Analogies

Have child listen to the sentences and complete the sentence with an appropriate word.

Potato chips are salty.
Candy is________.

Vinegar is sour.
Pretzels are_________.

French fries are salty.
Cake is_________.

Popcorn is salty.
Lemons are_________.

Coffee is bitter.
Lollipops are_________.

Dill pickles are sour.
Ice cream is_________.

Saltine crackers are salty.
Marshmallows are_________.

Smell
Opposites and Analogies

Have child listen to the sentences and complete the sentence with an appropriate word.

Flowers smell sweet;
vinegar smells (sour) .

Oranges smell good;
fumes from a bus smell (bad) .

Some things have a smell that is strong;
some things have a smell that is (weak).

Gasoline smells bad;
cookies baking smell (good) .

The barn smells bad;
the rose garden smells (good) .

Some pickles smell sour;
perfume smells (sweet) .

See Taste
Feel Smell

Have child listen to each question and answer appropriately.

How does sugar taste?
How does ice feel?
How do lilies smell?
How do flowers look?
How do the clouds look?
How do pickles taste?
How does glass feel?

How does chocolate taste?
How does the moon look?
How does perfume smell?
How does fur feel?
How does fire feel?
How does milk look?

Hear
Opposites and Analogies

Have child listen to the sentences and complete the sentences with an appropriate word.

Noise from a trumpet is loud.
Noise from wind blowing is (quiet).

Fish swimming in a bowl are quiet.
A baby crying is (loud).

Rain falling is quiet.
Thunder rolling is (loud).

A dog barking is loud.
Children whispering is (quiet).

Shooting a gun is loud.
Reading the paper is (quiet).

The car horn is loud.
The steering wheel moving is (quiet).

A boat sailing in the water is quiet.
A car driving on the road is (loud).

Vacuuming the floor is loud.
Sewing material by hand is (quiet).

See
Auditory Reception

Have the child answer "yes" or "no" to the following questions.

In my house can you see
a bed? a cow? a chair? a horse? a dish?
a stove? a cup? a clock? a table? a barn?

In my yard can you see
a flower? a cup? a walk? a house? a leaf?
a bed? a swing? a pig? a tree? a book?

On the farm can you see
a barn? a house? a store? a farmer? a school?
a sheep? a duck? a show? a pig? a cow?

(continued)

At school can you see
a farmer? a book? a ball? a paper? a cookie?
a teacher? a pencil. a postman?
some children? some chickens?

At the pet store can you see
a bird? a cake? a puppy? a teacher? a kitten?
a baby? a tree? a rabbit? a duck? a monkey?

At the circus can you see
some clowns? an elephant? a tent? ticket seller?
many people? dogs doing tricks?

HOW DO YOU KNOW
Tell the child to think about the different senses. Remember touching/feeling/seeing/hearing/smelling/tasting. Ask, "How do you know?" before each example.

Any number of responses would be acceptable. Some items have two correct answers. Try for both. If your child is confused, demonstrate and show him how to find out and give him the answer. Use your imagination and make up more.

Examples: How do you know.......

if something tastes sweet?	"I can taste it with my tongue." "I can eat it; bite it."
if something is making noise?	"I can listen, hear; use my ears."
if something is cold?	"I can feel it with my hands; with my skin."
if something is colorful?	"I can see it with my eyes, look, use my eyes."
if someone is knocking?	"I can open the door and see if someone is there." You might say, "Yes that is right, but you also can listen to hear if someone is knocking."
if something is big?	"I can see it; I can feel how big it is."

(continued)

See Auditory Reception
Verbal Expression

Verbal Expression

How do you know.......

if something tastes sweet?
if something is hot?
if something is colorful?
if the 'phone is ringing?
if something is rough?
if the radio is on?
if the TV is on?
if it is cold outside?
if someone is knocking at the door?
if something is making noise?
if something is loud?
if the rose smells?
if dinner is cooking?
if something is blue?
if something is big?
if the towel is wet?
if something is sour?

Clothes
Auditory Reception

▶ Have the child answer "yes" or "no" to the following questions:

Do you wear a coat in the summer?
Do you wear a bathing suit in the summer?
Do mittens keep your feet warm in winter?
Do you wear snowpants at the beach?
Do you swim in your boots?
Do your socks keep your shoes dry?
Do pajamas go with your slacks?
Does an umbrella help you on a rainy day?

Family
Opposites and Analogies

▶ Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either pictures or objects and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

boy is to brother
as girl is to (sister)

man is to woman
as grandfather is to (grandmother)

man is to husband
as woman is to (wife)

man is to uncle
as woman is to (aunt)

man is to father
as woman is to (mother)

Read one of the words in each pair and have the child supply the correct opposite.

boy - girl
brother - sister
man - woman
father - mother

uncle - aunt
grandfather - grandmother
husband - wife

Have child listen to the sentence and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either picture or object and associate the correct picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

A plate goes on the table.
The cup goes on the (saucer).

An easel goes with paints.
A coloring book goes with (crayons).

A baseball goes with a bat.
A golfball goes with a (club).

Balls bounce; kites (fly).

A doll goes with a (girl).
A football goes with a (boy).

A pail and shovel go with sand.
A boat goes with (water).

Ice skates go with ice.
Skis go with (snow).

Houses and Homes
Opposites and Analogies

Have child listen to the sentences & complete the sentence with appropriate word.

Cooked food is to the stove
As frozen food is to the (freezer).

We walk through doorways;
we look through (windows).

In front of my house is the street;
in back of my house is the (yard).

The bed is to sleep on,
the chair is to (sit on).

Paint can cover walls;
carpets can cover (floors).

Stove belongs in the kitchen;
beds belong in the (bedroom).

Kitchen knives cut meat;
lawnmowers cut (grass).

Cows live in the barn;
people live in (houses).

Animals
Opposites and Analogies

Have child listen to the sentences and complete the sentence with an appropriate word.

A lizard is small;
a dog is (large) .

A raccoon has fur;
a turtle has (a shell) .

A cat walks;
a snake (crawls, wriggles) .

A turtle lives in a bowl;
a bird lives in a (cage) .

A bird flies with its wings;
a fish swims with its (fins, flippers).

A rabbit has fur;
a fish has (scales) .

A gerbil's tail is long;
a rabbit's tail is (short) .

a squirrel has hair;
a bird has (feathers).

Animals
Specific Word Finding

Have child listen to the sentences & complete sentence with appropriate word.

If after two tries you do not get an appropriate response, use either picture or models of animals and associate the correct animal pictures or models with the correct response. Practice until the visual cues are not needed to play the game and child depends on just his auditory skills.

A horse carries people on its_________.
An elephant picks up food with its_________.
What does a cow have on her head?_________.

(continued)

A seal balances a ball on its__________.
A cat scratches with its__________.
The trick dog shakes hands with its__________.
The zebra has black & white__________.
All animals have ears to hear with, but which animal has the largest ears of all?__________
What do animals have that they can wag?__________
Which animal has a bushy tail?__________
What does a bird have that lets him fly?__________
A duck has feet that are special. They have__________.
A bird picks up food with its__________.
All animals have necks, but who has the longest of all?__________

FARM ANIMAL GUESSING GAME
Read each riddle to child and ask questions.

If after two tries you do not get an appropriate response, use either picture or objects of farm animals and associate the correct animal pictures or objects with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

I am fat - and
I live in a pen.
I have a curly tail.
I say "oink oink".

What is my name?
What do I say?
Where do I live?

I live in the pasture
in the summer.
I give you wool.
I say "baa baa".

What is my name?
What do I say?
What do I give you?

I am a large farm animal.
I give you milk.
I say "moo moo".

What is my name?
What do I give you?
What do I say?

I am a bird with soft feathers
I can swim in the pond.
I say "quack quack".

What is my name?
What can I do?
What do I say?

I am large and can run very fast.
I can give you a ride on my back.

What is my name?
What can you do with me?

I am a large bird with feathers.
I'm your Thanksgiving dinner.
I say "gobble gobble".

What is my name?
What dinner am I?
What do I say?

Have child listen to the sentences and complete each sentence with an appropriate word.

Trains go on tracks.
Cars go on (roads,streets,highways).

Airplanes go over the clouds.
Submarines go (under) the water.

The engine is first.
The caboose is (last).

An airplane goes in the air.
A boat goes in the (water,lake,ocean).

An airplane is loud.
A sailboat is (quiet).

A jet goes fast.
A row boat goes (slow).

An ocean liner is big.
A row boat is (little).

Read each riddle to the child and ask the questions, "Who am I? What do I do?"

If after two tries you do not get an appropriate response, use pictures of the community helpers and associate the correct picture with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

I grow food for people to eat.
I also keep animals that give us milk, eggs and meat.
Who am I? What do I do?

I deliver letters and packages to your home.
I come when it is sunny, snowy, or in a rainstorm.
Who am I? What do I do?

You visit me when you are sick and sometimes so you won't get sick.
I work at the hospital or at my office.
Who am I? What do I do?

I direct traffic and help people across busy streets. I help lost children find their way home. My job is to keep your town and you safe.
Who am I? What do I do?

I clean your teeth and fix them when they need it. I always say,"Brush your teeth three times a day."
Who am I? What do I do?

I rush right over in a big car with a siren whenever there is an accident or when someone gets very sick. Then off to the hospital I drive.
Who am I? What do I do?

(continued)

I come in a red truck with hook, ladder and hoses. My truck blasts its siren as I rush to the fire. My job is to put out fires.
Who am I? What do I do?

You see me at school where you learn and you play. I use books, paper, chalk and pencils most of the day. My job is to teach.
Who am I? What do I do?

I fly an airplane, and it is my job to take people to different places and back.
Who am I? What do I do?

I get up very early and mix flour, sugar, eggs and other things together; then pop them into the oven. I make breads, cakes, cookies, pies, doughnuts and other good things to take to the stores so you can buy them and eat them.
Who am I? What do I do?

I also get up very early and go to the dairy where I get bottles and cartons of milk. Then I put them in my truck and off I go to deliver the milk to your home or to the store.
Who am I? What do I do?

I work at the drugstore and fix the medicine your doctor wants you to take.
Who am I? What do I do?

Have child listen to the sentences and complete the sentence with an appropriate word.

Lightning and thunder storms go with summer;
snow and sleet go with (winter).

March winds come in the spring;
the fourth of July is celebrated in (summer).

Kite flying is fun in the spring;
rolling in the leaves is fun in the (fall).

Families get together for Thanksgiving in the fall;
families get together for Christmas parties in the (winter).

April showers help flowers to grow in spring;
July sunshine helps flowers to bloom in (summer).

The farmer plants his crop in the spring;
the farmer harvests his crop in the (summer/fall).

Children go sleigh riding in the winter;
children go swimming in the (summer).

Have child listen to the sentences and complete each sentence with an appropriate word.

If after two tries you do not get an appropriate response, use either a picture or an object and associate the correct picture or object with the correct response. Once he catches on, see if he can change some of the answers ...."A can of peas/beans/corn, etc." Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

A bowl of__________
A pile of__________
A pair of__________
A pound of__________
A drop of__________
A spoonful of__________
A lump of__________
A pail of__________
A cup of__________

A package of__________
A pitcher of__________
A loaf of__________
A load of__________
A bundle of__________
A can of__________
A dose of__________
A box of__________
A flake of__________

Read each set of words to the child. Say, "Let's compare! Which is bigger - tell me the one that is bigger - a mouse or an elephant."

a fly...............a bird
a penny.............a million dollars
a book..............a library
a brick.............a big building
an ant hill.........a mountain
a canoe.............a ship
a blade of grass....a tree
a goldfish..........a whale
a kite..............an airplane
a thread............a chain
a minute............a day
pebble..............rocks

kindergarten.....college
a baby...........an old man
a step ladder....an escalator in a building
a fan............a furnace
a cup of water...an ocean
an inch..........a mile
a newsboy........the president
a kitten.........a lion
a box............a warehouse
an ice cube......a river
a car............a train

▶ Read the following sets of 3 words and then ask to which group they belong; Example: cake, lettuce, cookies--are games or food.

cake, lettuce, cookies	are	games	or	food
Tommy, Janet, Joe	are	toys	or	children
Uncle Mike, postman, father	are	men	or	animals
Bob, Bill, Joe	are	girls	or	boys
grandfather, neighbor, teacher	are	money	or	people
father, mother, sister	are	family	or	birds
library, barn, store	are	rooms	or	buildings
horn, doll, drum	are	people	or	toys
midnight, tomorrow, morning	are	time	or	money
nickel, dime, quarter	are	names	or	money
apple, peach, pear	are	food	or	clothes
breakfast, lunch, dinner	are	meals	or	games
dentist, barber, nurse	are	father	or	people
witch, giant, fairy	are	food	or	story-book people
raincoat, dress, pajamas	are	clothing	or	animals
orange, blue, purple	are	colors	or	flowers

▶ Have child listen to each question and answer with the appropriate word.

What do people wear on their heads?
shoes stockings shirts or hats
What do birds use when they fly?
feet wings beak or claws
What is a small child called?
lamb kitten baby or pony
In what month is Christmas?
June December April or October
Which season has the warmest weather?
winter summer spring or fall
Which is the first month of the year?
June December April or January
What is the color of snow?
black green white or red
What is the color of a clear sky?
white orange blue or gray
What day comes right after Tuesday?
Sunday Wednesday Friday or Thursday
What do cats do?
bark meow moo or neigh
What can a fish do?
run fly swim or walk

(continued)

Which word tells about fire?
hot cold wet or dark
Which animal gives us milk?
mouse cat dog or cow
Which number is more than seven?
five three eight or two
Which word tells about the sun?
rain dark cold or light
Which is longer than a month?
year week day or hour
Which season comes after spring?
summer winter fall or autumn
Which number is less than twenty-one?
70 12 20 or 33
Which season comes just before autumn?
spring summer fall or winter

▶ Have child listen to the questions and answer with an appropriate word or words.

What is a hat for?
What is food for?
What are a needle & thread for?
What is a car for?
What is a book for?
What is medicine for?
What is a bed for?
What is a towel for?
What is a car for?

▶ Have child listen to the questions and answer with an appropriate word or words.

What can you do with a piano?
What can you do with a sandwich?
What can you do with a cup?
What can you do with a chair?
What can you do with a top?
What can you do with milk?
What can you do with a sheet of paper?
What can you do with a pencil?
What can you do with shoes?
What can you do with a ball?

▶ Have child listen to the questions and answer with appropriate word or words.

Oranges are covered with__________.
In winter the pond is covered with__________.
A cat is covered with__________.
Sheep are covered with__________.
Our bodies are covered with__________.
A bird is covered with__________.
A baseball is covered with__________.
A painter's coat is sometimes covered with__________.
I cut my hand, and it was covered with__________.
Betty fell one rainy day, and her coat was covered with__________.
After the snowball fight, Tom was covered with__________.

Have child listen to the questions and answer with appropriate word or words.

On what do you sleep?
What do you wear on your head?
What is ink for?
What do you do with soap?
What do you use for eating soup?
On what do you cook?
What do you bite with?
What do you do with scissors?
What color is grass?
What do you use for cutting meat?

Have child listen to the questions and answer with an appropriate word or words.

The questions are designed to stimulate fast, specific thinking that is expressed in a few precise words. There are many correct answers; any the child gives is correct as long as it is pertinent. Do not allow a lot of meaningless talk. Example of incorrect response. "Oh yes, I went there yesterday; When we went out it was cold." etc.

Why does mother go to the food store	to buy bread, milk
Why do people go to the library?	to read
Why does mother go to the bakery	to buy a cake
Why do people go to bed at night?	to sleep
Why do children go to school?	to work
Why does everyone brush his teeth?	to make them clean
Why does everyone shampoo his hair?	to make it clean
Why does a boy go to the barber shop?	to get his hair cut
Why do people wear heavy clothes in winter?	to keep them warm
Why do children sometimes wear boots?	to keep dry
Why does mother go to the shoe store?	to buy new shoes
Why does the family go to restaurants?	to eat
Why does mother open the windows at night?	to get cool
Why do we sometimes wear raincoats?	to keep dry
Why do people need fresh air and sunshine?	to keep healtby
Why does a plant need rain?	to grow

Have child listen to the question and answer with an appropriate word or words.

What is used in a lock?
What little animal does the dog catch?
Where does the egg come from?
When water freezes, what does it become?
There are how many wheels on a car? On a wheelbarrow?
Our teeth are taken care of by what kind of doctor?
What does the cow give us? What does the cow eat?

(continued)

When do we go swimming?
Is a kitten a baby cat, or a baby dog?
Where does a chick come from?
Where do we get honey? (Give answer if necessary.)
Do you know where the bee finds the honey?
Where does an apple grow? Where does a potato grow?
What is the name of a food that grows on a vine?
Name something made of wood. Where do we get wood?
Of what are stoves made?
What happens to something made of iron if it is left out in the rain?
How does the window glass feel in the morning when you touch it?
At night it is colder than in the daytime. Do you know why?
Do you know the difference between wool and cotton?
Where do they come from?
Do you know the difference between a door and a window?
What is a young sheep called? What is a young bear called?
Do you know the difference between a calf and a colt?
Acorns grow on what kind of trees?

Below are listed opposites and prepositions which you should discuss and demonstrate to the child when the occasion arises.

Examples:
The sun is hot today.
Hot oven, hot soup, hot water.
The refrigerator keeps things cold.
Cold snow, cold ice (let child feel ice.)
Let's put food, dishes on the table.
Let's put toys in the box.
Turn light on, off; stove on, off.
Stand up - sit down.
In the family, mother is a woman; father, man;
sister, girl; brother, boy.
Put gloves on hands; take hat off head.
Put boots on; take coat off etc.

Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is a boy;
Mary is a (girl) .

A boy is a brother;
a girl is a (sister) .

Mother is a woman;
Daddy is a (man) .

I wear a bathing suit when it is hot;
I wear mittens when it is (cold) .

(continued)

I can nod my head yes;
and I can shake my head (no).

Red light says stop;
green light says (go).

An elephant is big;
a kitten is (little).

When I come in I say "Hello"
When I go out I say "(goodbye)".

When mother cooks she turns the stove on.
When she is finished she turns it (off).

I can stand up or
I can sit (down).

Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is a boy;
Mary is a (girl).

On the ladder I go up;
and on the slide I go (down).

I can shake my head yes;
and I can shake my head (no).

When my mommy cooks, she turns the stove on;
and when she is finished, she turns it (off).

My mommy is a lady;
my daddy is a (man).

Boys are brothers;
girls are (sisters).

The street is in front of my house;
our garden is (in back) or (behind).

When I come in I say, "Hello;"
when I go out I say, "(goodbye)."

Red light says stop;
green light says (go).

My mommy puts my lunch in a bag;
When I am ready to eat I take it (out).

An elephant is very big;
a mouse is very (little).

The stove keeps our food hot.
the refrigerator keeps our food (cold).

(continued)

The dog will stay out if the door is closed;
the dog will come in when the door is (opened).

Have child listen to the sentences and complete the sentence with an appropriate word.

Tom is a boy;
Betty is a (girl).

I can stand up or
I can sit (down).

I could do it so I said "yes";
I could not do it so I said " (no) ".

When I want to watch TV I turn it on.
When I am finished watching I turn it (off).

Mother is a woman;
Father is a (man).

A boy is a brother;
a girl is a (sister).

The first one in line is in front;
the last one is in (back).

Red light says stop;
green light says (go).

When I want to play I take my toys out of the toybox.
when I am finished I put them back (in).

An elephant is big;
a kitten is (little).

I wear a bathing suit when it is hot;
I wear mittens when it is (cold).

I can open the door and
I can (close) the door.

When I came to school I said, "Hello;"
when I left I said, "goodbye."

Have child listen to the sentences and complete the sentence with an appropriate word.

Pants are worn by boys;
dresses are worn by (girls).

A house is big;
a spoon is (little).

Food I like tastes good;
food I do not like tastes (bad).

The doctor is a man;
the nurse is a (woman).

The fire is hot;
the ice is (cold).

To eat dinner I go inside;
to swing I go (outside).

Tree branches grow up;
tree roots grow (down).

The baseball belongs to my brother;
the puzzle belongs to my (sister).

When I agree I nod my head yes;
When I do not agree I shake my head (no).

When I go to school I say "Hello";
when I leave school I say("goodbye").

Writing puts words on the paper;
erasing takes words (off).

When I talk my mouth is open;
when I'm quiet my mouth is (closed).

Read one of the words in each pair and have the child supply the correct opposite.

boy - girl
man - woman
uncle - aunt
grandfather - grandmother
brother - sister
father - mother
husband - wife

Have child listen to the sentences and complete the sentence with an appropriate word.

I have a left hand;
I have a (right) hand.

My coat is not new;
it is (old).

Rocks are hard;
cotton is (soft).

I am awake during the day;
I am asleep at (night).

If I eat too much, I will get fat;
If I don't eat enough, I will get (thin).

A horse goes fast;
a turtle goes (slow).

I go to school to work;
I go outside to (play).

During the day it is light;
at night it is (dark).

I can use my outside voice which is loud.
I can use my inside voice which is (quiet).

Have child listen to the sentences and complete the sentence with an appropriate word.

Bob is tall.
Mary is not tall; she is (short) .

On the slide I start at the top
and slide to the (bottom).

To move the table I must push.
To get the shade down I must (pull) .

It is very cold in the winter.
It is very hot in the (summer) .

Throw the ball over the fence.
Roll the ball (under) the fence.

A load of bricks is heavy.
a cake of soap is (light) .

This work I got right.
I made a mistake and did this work (wrong) .

The car's headlights are in front;
the trunk is in the (back).

Have child listen to the sentences and complete the sentence with an appropriate word.

An elephant is very strong.
A bug is very (weak).

The pencil is long.
The chalk is (short) .

Sandpaper is rough.
My face is (smooth) .

I can go slowly and walk.
I can go fast and (run).

I pour my milk to make my glass full.
I drink my milk to make my glass (empty).

I wash my hands and they are wet.
I use a towel and they are (dry) .

I try to get to school early.
Sometimes I am (late) .

Under my feet is the floor.
Over my head is the (ceiling) .

Have child listen to the sentences and complete the sentence with an appropriate word.

When I got my bank it was empty.
I have saved a lot of money, now it is (full) .

Daddy is strong.
A baby is (weak) .

When I play with a buggy I push.
When I play with my wagon I (pull) .

The swimming pools are filled with people in the summer,
but they are empty in the (winter) .

Five books are heavy.
One book is (light).

Over my head is the ceiling.
Under my feet is the (floor) .

When the clothes go in the washer they are dirty.
When they come out they are (clean) .

When I am in a hurry I run,
but when I am not in a hurry I (walk) .

I made one mistake and got that question wrong,
but the rest of the work I got (right) .

In the morning I try to be early,
but sometimes I stop to play and I am (late) .

Read one word and have the child supply the opposite. Fast recall is what is wanted. If the child has difficulty, give him an analogy. For example, "I have a left hand and a (right) hand." Then try for the one word recall.

left - right
new - old
soft - hard
night - day
happy - sad
fat - thin
tall - short

high - low
fast - slow
night - day
work - play
dark - light
loud - quiet
top - bottom

(continued)

above - below
push - pull
over - under
wrong - right
strong - weak
rough - smooth
run - walk
floor - ceiling
give - take
winter - summer
heavy - light
empty - full
long - short
early - late
wet - dry

Have child listen to the sentences and complete the sentence with an appropriate word.

A home run is to hit as
an error is to (miss).

Before supper I am hungry.
After supper I am (full).

A lemon is sour.
Candy is (sweet).

The man and woman got married.
The man became the husband;
the woman became the (wife).

It gets light in the morning.
It gets dark in the (evening).

I walk to school because it is near.
I ride to the store because it is (far).

I fell in the mud so I was dirty.
I took a bath and then I was (clean).

The compass said we were going north.
We turned around and we went (south).

Have child listen to the sentences and complete the sentence with an appropriate word.

Look down and see the ground;
look up and see the (sky).

A joke makes me laugh.
A fall makes me (cry).

The basket was round;
the box was (square).

I get money when I sell.
I give money when I (buy).

I went to the doctor because I felt sick.
The medicine he gave me made me (well).

When I come early I am first.
When I come late I am (last).

Our dog ran away; it was lost.
A boy brought him home;
the dog had been (found).

Clothes that are too big are loose.
Clothes that are too small are (tight).

Read one word and have the child supply the opposite. Fast recall is what is wanted. If your child has difficulty, give him an analogy. For Example, "Look down and see the ground; look up and see the (sky).", and then try for the one word recall.

ground - sky
first - last
square - round
buy - sell
hit - miss
near - far
dirty - clean
north - south
laugh - cry
lost - found
loose - tight
sick - well
morning - evening
hungry - full
sour - sweet
husband - wife

MAKE IT THE OPPOSITE
Read each sentence and ask the child to make it the opposite; if he can, ask him to repeat the complete sentence.

If the child has trouble with this, help him by asking, "Do you know the word we want to change to make it say the opposite?" (If he says "No", tell him the word.) Ask, "What is the opposite of that word?" (i.e. #1 sentence - big - little.)

I have a big ball.
My mother said "Yes."
My daddy is here.
I have a brother.
Close the door.
Climb up the ladder
This cup of coffee is hot.
This is my old coat.
I like to play.
My dog is very fat.
I will give you the book.
I lost my hat.
The table is round
Did you hit the ball?
I am full.
The birds flew north.
Bob is very weak.
This paper is rough.
I told my dog to run.
The bird is on the ground.
Bob is first in line.
Put the book on the top shelf.
Turn the TV off.
Get in the car. (out of)
Everybody stand up.
The policeman said, "Stop!"
My glass is empty.
Raise your left hand.
This pillow is soft.
That story makes me sad.
Bob is tall.
Winter will be here soon.
My shoes are too loose.
I am well.
My house is near school.
My shirt is dirty.
This rack is light.
My pencil is long.
Mary came to the party early.
The clothes are wet.
The baby is crying.

Have child listen to the sentences and complete the sentence with an appropriate word.

Train is to tracks as
airplane is to (sky) .

First is to last as
engine is to (caboose) .

Fish is to water as
bird is to (air) .

Peach is to fruit as
chair is to (furniture) .

Top is to bottom as
head is to (foot) .

Engine is to caboose as
head is to (feet) .

Dog is to animal as
ball is to (toy) .

Jump is to cat as
fly is to (bird) .

Have child listen to the sentences and complete the sentence with an appropriate word.

Music is to notes as
books are to (words) .

Hot is to cold as
fire is to (ice) .

Fish is to swim as
bird is to (fly) .

Tulips are to spring as
leaves are to (summer) .

Car is to street as
boat is to(river, ocean, pond, etc.).

Notes are to music as
print is to (books) .

Walk is to slow as
run is to (fast) .

Pineapple is to rough as
apple is to (smooth) .

Swimming is to summer as
skiing is to (winter) .

Have child listen to the sentences and complete the sentence with an appropriate word.

Tree is to apple as
hen is to (egg) .

First is to last as
early is to (late) .

A carpenter is to wood as
a painter is to (paint) .

Wheels are to cars as
legs are to (people) .

Girls are to mothers as
boys are to (fathers) .

All is to many as
some is to (few) .

Shoes are to feet as
gloves are to (hands) .

Trees are to yards as
books are to (libraries) .

Have child listen to the words and select the appropriate answer - i.e. "Yellow, orange, green go with red or with hat (red)."

yellow, orange, green	go with	red	or	hat
spring, winter, fall	go with	store	or	summer
airport, hangar, pilot	go with	school	or	airplane
mother, father, brother	go with	girl	or	sister
banana, apple, peach	go with	orange	or	horse
top, ball, doll	go with	Jack-in-the-box	or	book
horse, cow, sheep	go with	farmer	or	pig
ice, cold, wind	go with	refrigerator	or	red
four, ten, six	go with	eight	or	beans
circus, pony, clown	go with	elephant	or	key
carrots, potatoes, peas	go with	beans	or	shoe

GO-TOGETHER MIX-UP

Have the child asnwer "yes" or "no" to the following questions.

Does a candle go with a coat?
Does a fireman go with a school bus?
Does ice cream go with a pocketbook?
Does a paint brush go with a fireman?
Does a glass go with an apple?
Does an astronaut go with a space capsule?
Does a shoe go with a chair?
Does a bird go with a nest?
Does a light bulb go with a lamp?
Does a flower go on the floor?
Does a key go with a lock?
Does a hammer go with some thread?

Have child name group or category for each of the following. The words will go with one of the following groups: furniture, animals, food, toys, transportation, clothes, people or buildings.

Example: Neighbor - people; bus - transportation

neighbor
bus
cake
sofa
hat
teddy bear
ice cream
chair
train
coat
sail boat
suit
pig
kite
orange
chest of drawers
ship
department store
cat
balloon
farmer
church
lamb chop
jump rope
jet
sweater
king
shirt
hamburger
bike

(continued)

dog
doll
pear
table
car
boots
horse
blocks
beans
lamp
airplane
dresses
cow
wooden train set
meat
dresser

tomato
book case
station wagon
pants
ball
father
apple
roller skates
convertible
socks
doctor
movie theatre
steak
sled
boat
shoes

ocean liner
jacket
queen
house
hot dog
bat
mini-bus
p.j.s
nurse
barn
French fries
football
trolley
robe
mother
school

Have child listen to each set of words. Say, "Two words are alike in some way. These two words go together, but one word does not belong. Listen and say the word that does not belong."

If after two tries you do not get an appropriate response, use either picture or objects and associate the correct pictures or objects with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory skills.

steak
ice cream
book

drum
tree
leaf

cow
milk
pencil

yellow
purple
apple

rake
teacher
school

ball
chair
kite

doctor
dog
hospital

quickly
fast
sit

chair
dress
coat

shoes
shirt
book

sandwich
plate
crayon

father
son
tree

milk
thread
needle

orange
potato
banana

rose
leaf
puppy

train
boat
cat

table
chairs
car

Bob
Charles
Mary

draw
creep
crawl

duck
turkey
grass

(continued)

car
gasoline
zoo

tire
wood
tree

apple
flashlight
pear

piano
drum
horse

dog
cat
beans

coffee
pocket
cup

bike
skates
sweater

saw
hammer
dog

train
horse
car

walk
run
read

boat
ship
zoo

coat
elephant
lion

Have child listen to each set of words. Then ask which two words go together and why they go together.

For example: "The bird and sing go together because the bird sings." The answer should be brief and to the point as the above example indicates so as to cut down on meaningless talk in child's answer.

bird
sing
say

bed
cow
sleep

train
cake
engine

book
circus
clown

shoe
sing
foot

dinner
meat
grass

cow
bird
milk

bird
fly
ride

squirrel
nuts
milk

kite
wind
shoe

ball
hat
head

horse
ride
sing

chicken
egg
boy

book
read
sleep

garden
cake
flowers

dog
cake
bone

water
house
fish

green
grass
nuts

bed
cow
sleep

farm
barn
bell

sled
snow
fly

teacher
truck
school

play
book
game

apple
dog
pie

Other Suggestions

Riddles

Pass word type game

"What goes with this word?" games (say, "ball"; response, "bat" etc.)

Material and Games

What Am I Book
(Golden Press, Inc., Mail Order Dept., North Rd., Poughkeepsie, N.Y. - $ .35)

Riddles, Riddles from A - Z
(Golden Press, Inc., Mail Order Dept., North Rd., Poughkeepsie, N.Y. - $ .35)

Opposites Concepts for Felt Board
(Beckley & Cardy Co., Instructo #33, Instructo Products Co., Phila., Pa. - $2.50)

Animal Talk
(Mattel, Inc. - approximately $5.00)

The Farmer Says
(Mattel, Inc. - approximately $5.00)

Opposites Tapes
(Beckley & Cardy Co., Instructo #6, Instructo Products Co., Phila., Pa. - $30.00)

Opposites Cassettes
(Beckley & Cardy Co., Instructo #6, Instructo Products Co., Phila., Pa. - $30.00)

INTEGRATED AUDITORY AND VISUAL ASSOCIATION

D.L.M. Auditory Perception Training Program
(Developmental Learning Materials, 7440 North Natchez Ave., Niles, Ill. 60648)

D.L.M. Figure Ground Level II - 1-4
(Developmental Learning Materials, 7440 North Natchez Ave., Niles, Ill. 60648)

S.R.A. Learn to Think Workbooks Red Book - Blue Book - Green Book - Yellow Book
Auditory Imagery Level I II III
(Science Research Association, Inc. 259 E. Erie St., Chicago, Illinois 60611)

ALAP - Autosort Language Arts Program - Bell and Howell Language Master
(Bell and Howell Co., 7100 McCormick Rd., Chicago, Illinois 60645)

Manual Expression

Definition

Manual Expression is the ability to express ideas through the use of body movements. It is dependent upon the child's ability to visualize the actions involved and then to demonstrate them meaningfully. The thought process is a critical element of this skill.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to ask the child to demonstrate the use of familiar objects such as a hammer, comb, etc. The examiner says, "Show me what we do with a comb." The score takes into account the number of separate but relevant gestures with which the child characterizes an object or idea. The concern here is not with manual dexterity or motor coordination. The concern is that the child be able to get an idea across with understandable movements.

Deficit Remediation

Development of skills in manual expression must take into consideration the strengthening of such prerequisite skills as:

(1) laterality,
(2) directionality,
(3) spatial orientation,
(4) body image,
(5) capacity for storing information.

Like its counterpart in verbal expression, development of skills in manual expression requires a program of frequent, intensive practice. In the initial stages of this program the instructor should demonstrate the expression of concepts through body movements. Some ideas that easily lend themselves to motoric expression are actions, emotions, occupations, physical proportions, (e.g., size, shape, number, weight, etc.), directions and common gestures.

Another dimension in the development of this skill is tapped through the use of creative materials such as sand box activities, clay modelling, drawing and painting. Also the child can act out an idea with props, then the concrete aids can be removed and he can re-enact the same movements without them.

The program might then move into the development of imagination by having the child act out familiar songs and stories and progress to the more abstract activities such as reconstruction of field trips and personal experiences through pantomime.

Food

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what we do with.........."

Dish of spaghetti
Bag of pretzels
Ice cream cone
Pancakes
Bottle of coke
Banana
Slice of meat
Whole pie

Taste

Using the pictures below, ask the child to show, through facial expressions, how the items taste.

Show me how a lemon tastes.

Show me how peanut butter tastes.

Show me how an ice cream cone tastes.

Show me how black coffee tastes.

Show me how a sour pickle tastes.

Show me how a cookie tastes.

Clothes

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me..................."

Show me how you put on a shirt.
Show me how you put on a dress.
Show me how you put on shoes.
Show me how you put on pants.
Show me how you put on a hooded jacket.
Show me how you put on a belt.
Show me how you put on a scarf.
Show me how you put on boots.
Show me how you put on socks.

Family

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me how daddy uses a lawn mower.
Show me how mother fixes dinner.
Show me how daddy shaves his face.
Show me how daddy combs his beard.
Show me what brother does with shoes and socks.
Show me how sister uses a book.
Show me how mother goes to work.
Show me how brother plays baseball.
Show me how sister plays with paints.
Show me how daddy helps mother.

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what you can do with.........."

a ball
a bike
blocks
drum
a doll carriage
a wagon
pail & shovel
a pair of scissors

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me what you can do with. . . . .

a bed
a window
a chair
a floor
a door
a toaster
a vacuum
a lawn mower

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me how..............."

a train goes
an airplane goes

"Show me what you do with..............."

a sail
a steering wheel
a boat oar
a bicycle

"Show me what..............."

a trainman does
a truck driver does

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me...................."

what a carpenter does with a hammer;
how a doctor uses a tongue depressor;
what a barber does with scissors;
how a painter uses paint & a brush;
how a policeman directs traffic;
how a teacher uses a book;
how a fireman uses a ladder.

Ask the child to show the movements that go with each statement. Use appropriate pictures if necessary.

"Show me what you can do with........."

a kite
a rake
a fire cracker
a football
seeds
snow
row boat and oars

Ask the child to use his body to demonstrate the following pairs of words. Use appropriate pictures if necessary.

Show me:

big..............little
tall.............short
long............short
fat.............thin (skinny)

Say to the child, "SHOW ME with your body - using your hands, eyes, or however you can, the opposite of the word I say."

Remember - do not tell me - SHOW ME. If I say open, you show me the opposite, close. Close the door; close your fist; close your eyes - or whatever you want to do to show me the opposite.

SHOW ME the opposite of:

hot
off
close
dry
rough
big
down
inside
happy
play
noisy/loud
night
floor

Ask child to show the movements that go with each statement.

Stick out tongue.
Bite a piece of bread.
Fold paper in half.
Brush hair.
Knock on door.
Use a fork.
Cut with scissors.
Slap the wall.
Beat a tom tom.
Write with pencil.
Scratch head.
Open and close eyes.
Drink from a cup.
Show teeth.

Ask child to show the movements that go with each statement. Use appropriate pictures if necessary.

Show me how.............

A dog begs
A horse gallops
An elephant walks
A rabbit hops
A monkey scratches
An ant crawls
A crab walks

Ask the child to show any appropriate movement that can be done with each body part.

Demonstrate only if child has difficulty. Label the movement after the child performs. Example: "Show me what you can do with both hands. Good, you clapped your hands."

Show me what you can do with.............

both hands
both feet
fingers
a knee
your mouth
your hair
one hand
one foot
a wrist
your eyes
your head

MANUAL EXPRESSION

Other Suggestions

Pantomime Activities

Mimic Facial Expressions

Mimic Actions

Mimic Different Animal Walks and Movements.

Act out the movements involved in using certain objects. - (brushing teeth, ironing, guitar, taking a picture)

a) items or actions from school

b) items or actions from home

c) items or actions from neighborhood

Finger Play

Act out Stories Heard

Act out Nursery Rhymes

Musical accompaniment to interpretive movement (moving to the beat, skipping, hopping, marching, etc.)

Material and Games

D.L.M.Motor Expression Cards - Level #1, #II
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657)

Peabody Language Kit Manual - Level P. #1 , #2
(American Guidance Service, Inc., Publishers' Building, Circle Pines, Minn. 55014)

Definition

Verbal Expression is the ability to put one's ideas into spoken words.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to ask the child to describe, as completely as he can, a familiar object such as a ball or an apple. The examiner says, "Tell me all about this." The score takes into account the number of separate, but relevant, facts with which the child characterizes an object or idea. The concern here is not with the elegance of expression nor the quality of grammatic structure. The concern is that the child be able to give a full description that deals with specific properties and pertinent details and not stray into unrelated verbalization.

Deficit Remediation

The development of skills in verbal expression must take into consideration the strengthening of such prerequisite skills as:

(1) reception
(2) association
(3) memory

before one can expect an end product of adequate expression. Verbal expression is a complicated occurrence, and one should keep in mind the relationship of expressive ability to age, personality, intelligence and whether the family style is generally outgoing or quiet.

Development of verbal expressive skills requires a program of frequent, intensive practice. In the initial stages of this program, the instructor should supply objects and pictures for discussion. Then suggestions are presented by the instructor to help the child develop an automatic set of responses necessary to describe an object. A list of specific suggestions (name, color, shape, size, composition, functions, etc.) should be developed by the teacher and student so that the child can himself grasp the elements of the expressive process. A sample list is illustrated on the following page.

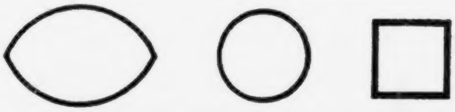
It is helpful for the child to watch his progress by collecting tokens (e.g., chips, blocks, or even paper clips) for each word. The instructor gives one token for each relevant word the child uses to describe the object. As the row of blocks or clips grows, so does the child's ability in verbal expression.

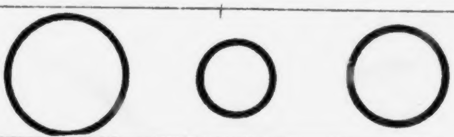
In later stages of the program, the instructor should help the child to describe more abstract occurrences, such as relating a personal experience or eventually discussing an idea. These skills may be developed through the use of appropriate prompts, (e.g., "What happened?", "How do you know?", "What did you do?", "How did it happen?", "What would you do if ---?", etc.). Program objectives are achieved as the prompts are gradually removed and the child can continue to participate in relevant fashion without the supports.

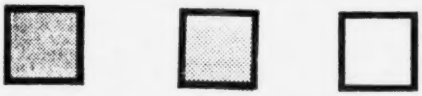
Note: Refer to Verbal Expression activities in each curriculum section.

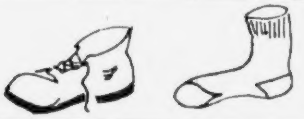
When we talk about something, we can tell.....

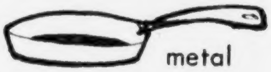
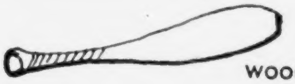
1. The NAME

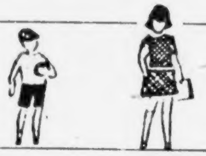
2. The SHAPE 

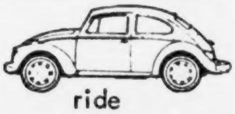
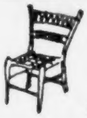
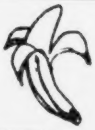
3. The SIZE 

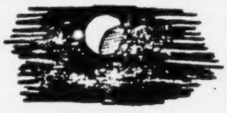
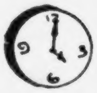
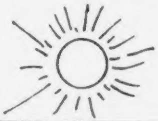
4. The COLOR 

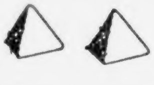
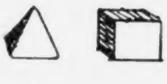
5. What it GOES WITH  shoe and sock

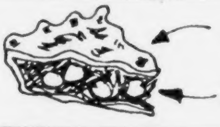
6. What it is MADE OF  metal  wood

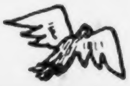
7. Who would USE it 

8. HOW is it used  ride  sit  eat

9. WHEN is it used   

10. If it is the SAME AS
or DIFFERENT THAN something else  

11. Component PARTS  outside, crust
inside, cherries

12. NUMEROSITY  two wings

Other Suggestions

Show and Tell

Grab Bag (of different items to be discussed by each child as he takes out an item)

What is it? Tell me about it.

Paint or draw a picture and tell a story.

Child gives a description of something that he is looking at - Guess what it is.

Retelling a story heard

Completing a story

Material and Games

Pick a Card
(Beckley-Cardy Co., Nature Cards by McGraw-Hill, 6 titles, sets 3" x 6" -$1.10 each set)

Peabody Stimulus Cards - Level #P #1 #2 #3
(American Guidance Service, Inc., Circle Pines, Minn. 55014)

Teletalk - Peabody Language Kit Level #2
(American Guidance Service, Inc., Circle Pines, Minn. 55014)

Language Master
(Bell and Howell Co., 7100 McCormick Rd., Chicago, Ill. 60645)

D.L.M. Language Expression Circle
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657)

Specific Word Finding Cards - Illustrated Verbs
(Notre Dame - School Sisters, Chinchuba Institute, Marrero, La.)

Learn to Think Series - Student Book - Red/Blue/Green/Gold - $1.00; Teacher's Manual $ .75
(Science Research Associates, 259 East Erie St.,Chicago, Ill. 60645)

Judy Story Sets - Community, Neighbors, Classic Story Series - $2.95 and $4.35
(Judy - General Learning Corp., Morristown, N. J. 07960)

ALAP - Autosort Language Arts Program
(Bell and Howell Co., 7100 McCormick Rd., Chicago, Ill. 60645)

Stimulation and Conversational Stimulation Cards Set 1, 2, 3, 4, 5
(Speech and Language Materials, Inc.,P.O.Box 721, Tulsa, Oklahoma 74101)

Peabody Puppets,Peabody Story and "I Wonder" Posters
American Guidance Service, Inc., Circle Pines, Minn. 55014)

Definition

Visual Closure is the ability to identify a common object from an incomplete or unorganized visual presentation. Like other aspects of the closure phenomenon, it is automatically triggered. Specifically, it is the spontaneous tendency to re-orient a visual perception so that it fits into a recognizable image. The mechanics of this process are operative when one is able to recognize an apple from the presentation of a peeled slice, when one is able to envisage an apple from the scattered pieces of a puzzle, or when one is able to extract the visual image of an apple from a picture disfigured by extraneous markings. A more systematic application of visual closure is evidenced in the process of reading itself. As Kirk has said, "With each fixation of the eye, only part of the letters of a word or phrase are actually perceived. As a reader becomes more competent, his eye fixations become fewer, and with fewer fixations he must fill in more material and encompass a wider area of the printed matter." [3]

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to use visual closure templates (gauges or patterns) to cover each of the five stimulus pictures found on the following pages. Designs for suitable templates can be found on Page 329 . By transferring these patterns onto cardboard stock, templates for permanent use can be devised. The templates, marked "A", "B" and "C" are designed to create varying levels of concealment. "A" Template represents the level of greatest difficulty and "C" Template represents the easiest level. The examiner says, "I am going to show you some pictures with funny covers on them. See if you can tell me what's hiding in each picture." The examiner holds together all three templates and places them over each stimulus picture, waiting to see if the child can recognize the picture before removing any of the templates. The templates are removed, one at a time, until the child can correctly identify the stimulus picture.

Deficit Remediation

The development of skills in Visual Closure is geared to helping the child organize and integrate his visual field in order to automatically form a recognizable image. Training must help the child:

(a) to develop the capacity to visualize the whole form. The instructor presents material in stages of partial completeness, progressing in reverse order from the completed form to only a portion of it.

---

[3] Kirk, Samuel A., Psycholinguistic Learning Disabilities, University of Illinois Press, Urbana, Ill., pg. 177

(b) to arrange the scattered items so that they form a completed image as in working with simple object puzzles.

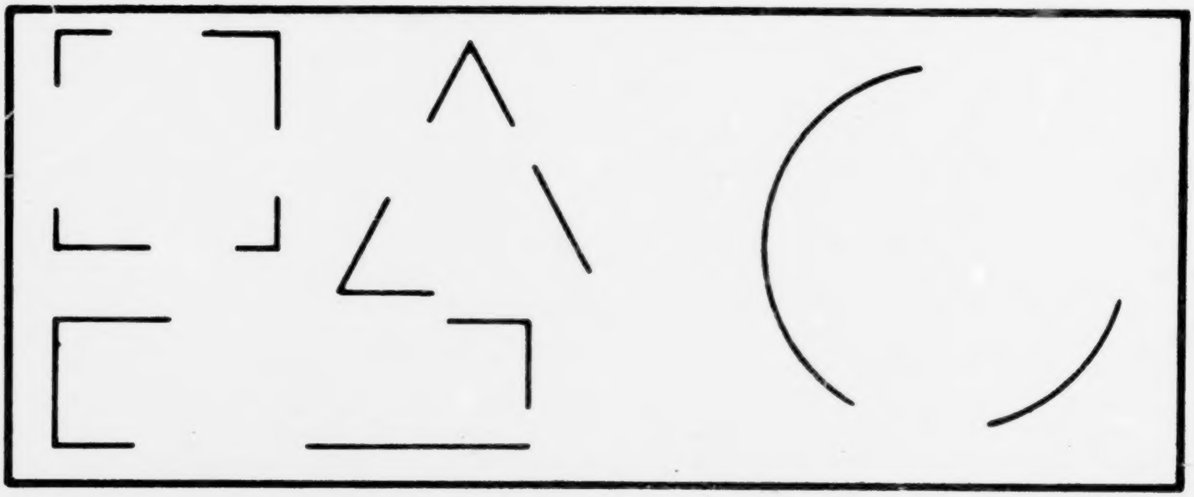
(c) to select a figure by discarding any extraneous factors in the visual field, as in working with hidden picture games.

Remedial programs should start with work with objects and structured pictures. (See also section on Additional Suggestions, Page and list of Supplementary Materials, Page .) In the next stages, activities should be developed around letters and words. Many of the same techniques employed during the initial stages of the training program can be repeated now, (i.e., puzzles, hidden pictures, etc.), using single letters and words on cards.

The final stages of a remedial program in Visual Closure deal with words and phrases - the skill of reading itself.

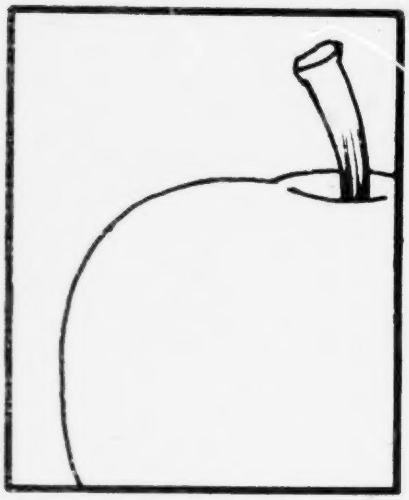
All the activities may be programmed to develop increased speed of perception. That is to say, the instructor presents pictures, words or phrases and has the child identify the representation as soon as possible. The time of exposure is gradually decreased.

▶ Find a picture of a shape and cut into sections. Show only a portion of the picture and have child identify the shape even though it is incomplete.



See appendix: Peabody Visual Closures Templates can be used over the Peabody Pictures of shapes.

▶ Find a picture of a food & cut into sections. Show only a portion of the picture & have child identify the food item even though it is incomplete.

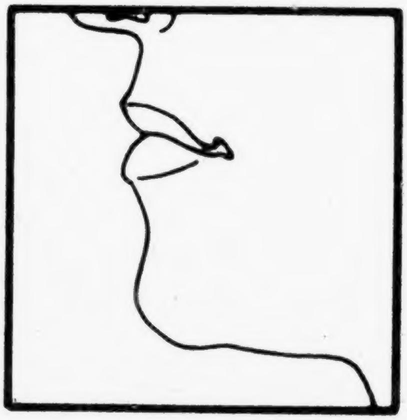


See Appendix: Peabody Visual Closure Templates can be used over the Peabody pictures of food.

Body Parts

▶

Find a picture of a face and cut into sections. Show only a portion of the picture and have child identify it even though it is incomplete. If he can, ask child to show or tell what part(s) is/are missing.

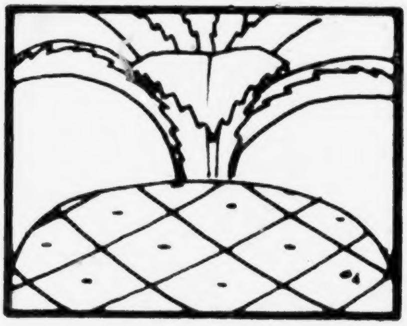


See appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

Feel

▶

Find a picture of an item that has a definite feel to it and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.

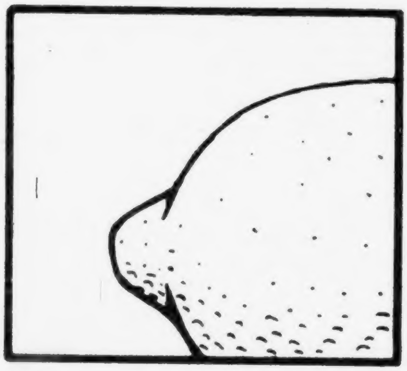


See Appendix: Peabody Visual Closure Templates can be used over Peabody Pictures of items that have a definite feel to them.

Taste

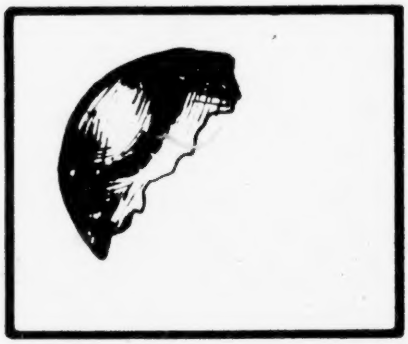
▶

Use pictures of foods that have distinct tastes. Cut each into sections. Show only a portion of a picture and have child identify the object even though it is incomplete.



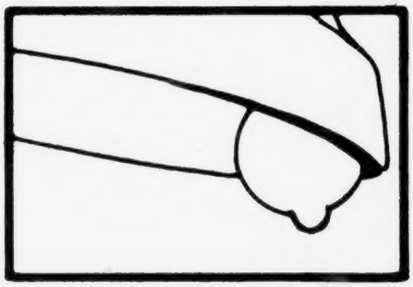
See Appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

▶ Find a picture of a ball and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



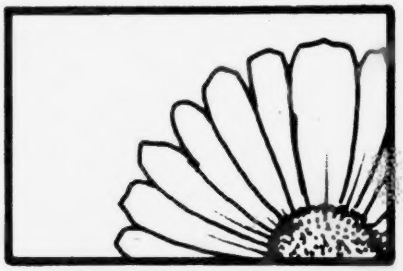
See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures.

▶ Find a picture of an item that makes noise and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



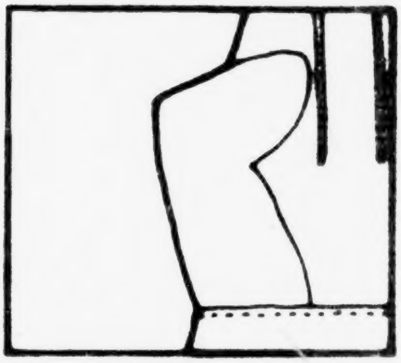
See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures.

▶ Find a picture of an item that has a definite smell and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



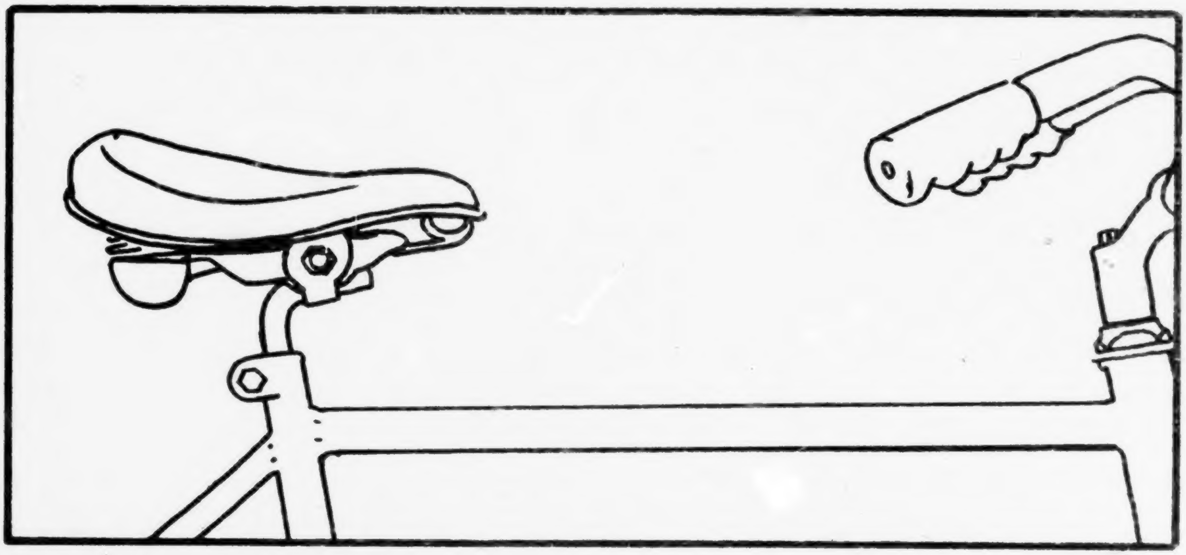
See Appendix: Peabody Visual Closure Templates can be used over Peabody Pictures.

Find a picture of an item of clothing. Show only a portion of the picture and have child identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of Clothing.

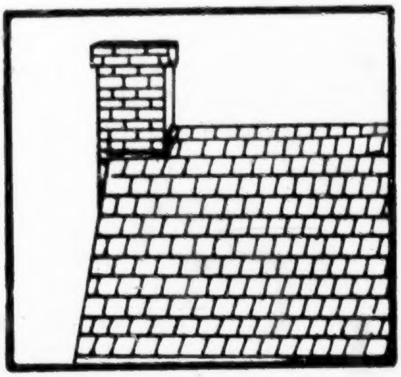
Using old magazines, cut out a picture of a toy. Cut the picture into sections. Show only a section of the picture and see if the child can identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of toys.

Houses and Homes

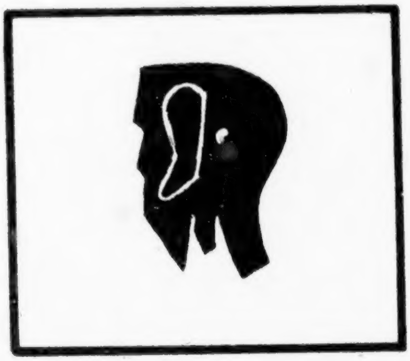
▶ Find a picture of a house or furniture and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of houses and furniture.

Animals

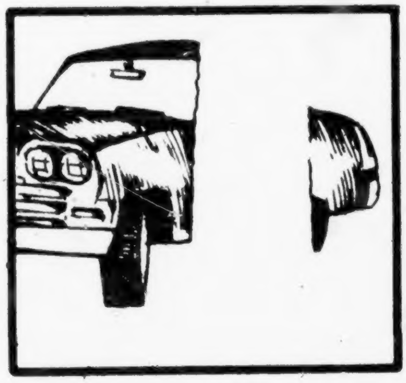
▶ Find a picture of an animal and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of Animals.

Transportation

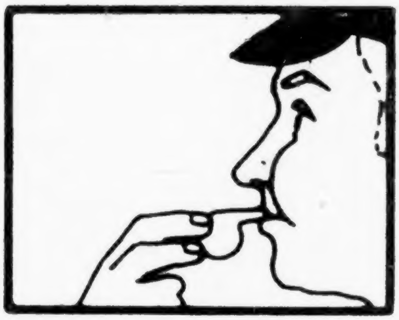
▶ Find a picture of a type of transportation and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



See appendix: Peabody Visual Closure Templates can be used over Peabody pictures.

Community Helpers

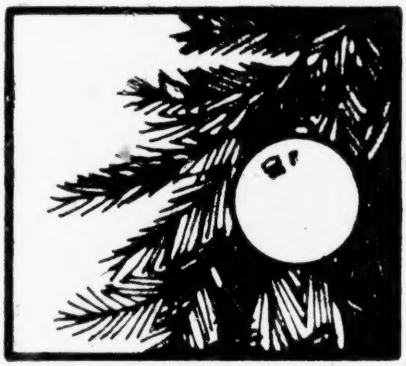
▶ Find a picture of a community helper and cut into sections. Show only a portion of the picture and have child identify the person even though it is incomplete.



See Appendix: Peabody Visual Closure Templates can be used over the Peabody Pictures of Community Helpers.

Seasons

▶ Find a picture of a Christmas tree and cut into sections. Show only a portion of the picture and have child identify the object even though it is incomplete.



See Appendix: Peabody Visual Closure Templates can be used over the Peabody pictures.

Other Suggestions

Cut up magazine pictures - into large pieces - identify whole picture - when viewing one of the pieces.

Dot-to-dot drawing materials.

Take easy to identify puzzle pieces and have child determine what the whole object is.

Use the hidden pictures from "Highlights" and "Sesame Street" magazines.

Tachistoscope training.

Pictures that have something wrong.

Find what's missing pictures.

Materials and Games

The New Frostig Program for the Development of Visual Perception
(Follett Publishing Co., Chicago, Ill.)

Visual-Motor Perception Materials
(Teaching Resource, Inc., Boston, Mass.)

D.L.M. Perception Material - Dot Materials
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. -$4.00)

D.L.M. Perception Material - People Puzzles
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. -$4.50)

D.L.M. Perception Material - Animal Puzzles
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. -$4.50)

Peabody Language Kit - Visual Closure Template
(American Guidance Service, Inc., Publishers Bldg., Circle Pines, Minn. 55014
$1.00)

What's Missing Lotto (Ed-U-Game)
(Ed-U-Cards Mfg., Long Island City, NY.- $1.25)

Fit-A-Shape Shapes
(Beckley & Cardy Co., #FSI and #ASD, 1900 Narragansett Ave., Chicago, Ill. 60639
$3.50)

Object Puzzle Domino (Block House English)

Animal Puzzle Domino (Block House English)

Mix n Match
(Arrco Playing Cards - $ .29)

Match-Ups - Color and Things
(Playskool Mfg. Co., 3720 No. Kedzie Ave., Chicago, Ill. 60618)

Domino Halves Puzzle
(Creative Playthings, Inc., Princeton, N.J. 08540 - R-17 $1.95)

Go-Together Animal Cards
(Creative Playthings, Inc., Princeton, J.J. 08540 - $1.00)

Shadow Lotto
(Childcraft Equipment Co., 155 E. 23rd St., N.Y. 10002)

D.L.M. Design Cubes and Picture Cards
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. $4.00)

Learn-to-Think Series - Red/Blue/Green/Gold Books
(Science Research Associates, Chicago, Ill. Teacher's Manual $ .75
Student Book 1.00)

Goat
(Milton-Bradley Co., 74 Park St., Springfield, Mass. #7009 - $1.50)

Partial Pictures - R sound pictures / s sound pictures / Alphabet & Numbers sets
(Speech and Language Materials, Inc., P.O. Box 721, Tulsa, Oklahoma 74101 - $4.75)

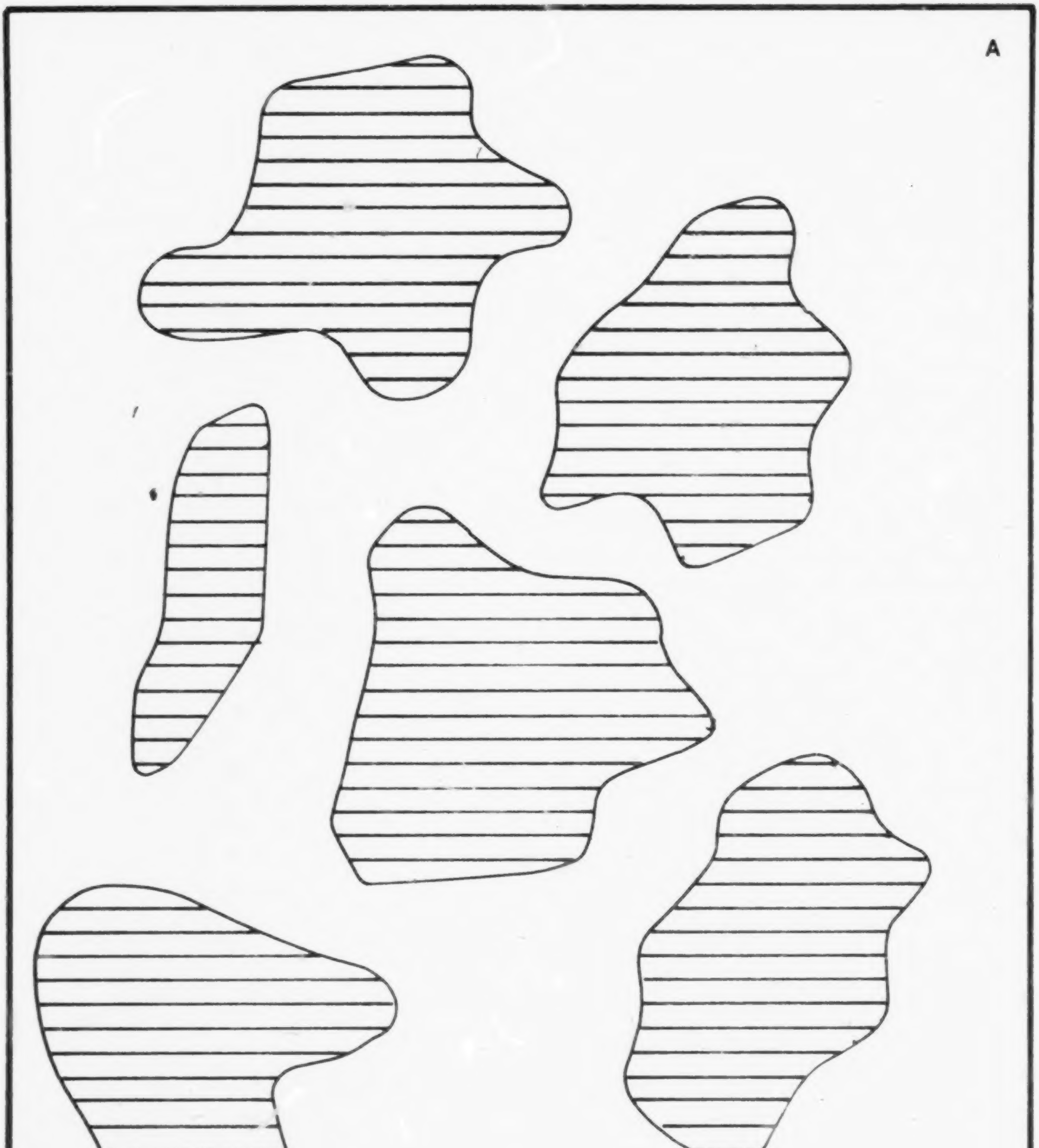
Figure-Ground Transparencies
(Speech and Language Materials, Inc., P.O. Box 721, Tulsa, Oklahoma 74101 - $12.00)

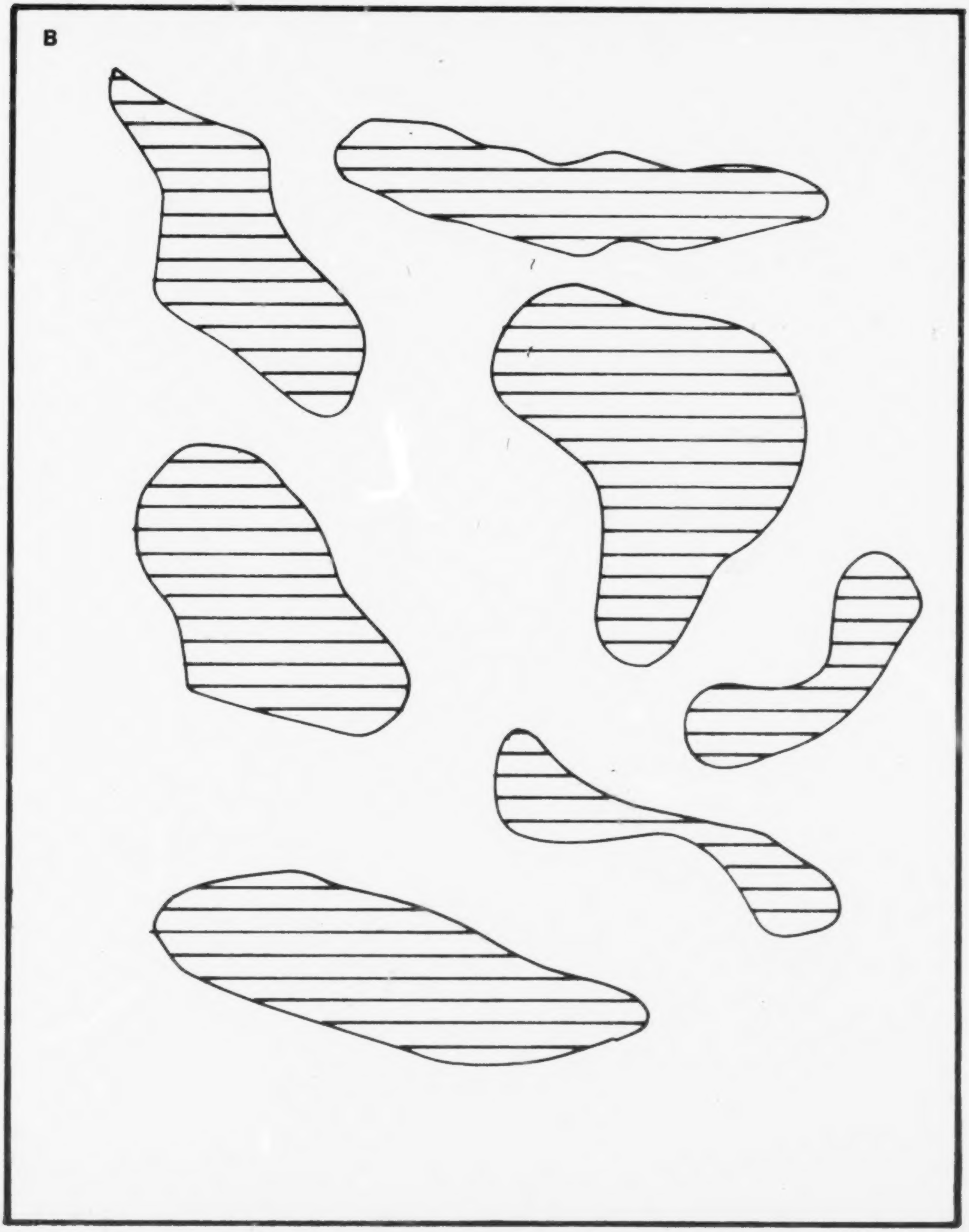
What's Funny Cards
(Speech and Language Materials, Inc., P.O. Box 721, Tulsa, Oklahoma 74101 -$6.50)

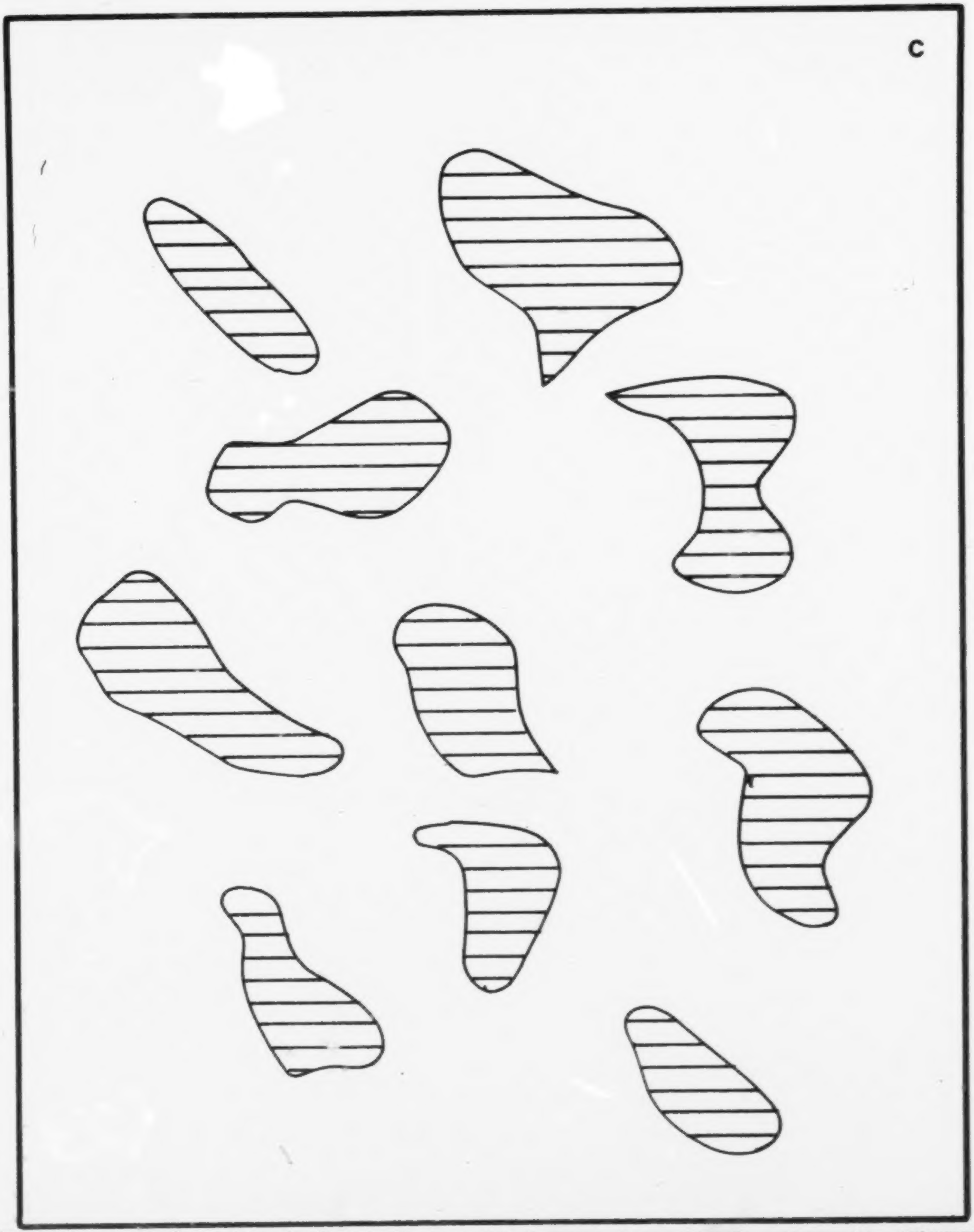
Body Concept Spirit Masters I and II
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. $3.00)

Body Concept Templet
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. $2.75)

Partial Pictures - R sound pictures / S sound pictures / Alphabet & Numbers sets
(Speech and Language Materials, Inc., P.O. Box 721, Tulsa, Oklahoma 74101 - $4.75)


A


B


c

Grammatic Closure

Definition

Grammatic Closure is the ability to make appropriate use of the often repeated verbal expressions of standard American speech. For example: "The boy ate all the cake. There isn't any____." The child comes to expect the grammatic form, so that when part of an expression is presented he closes the gap by supplying the missing part. In this sense, the grammar is merely a medium. Through this medium one observes the ease with which a child can internalize what is heard over and over again. He then utilizes these repetitions to effectively predict common verbal expressions. The phenomenon of closure is operative on an automatic level of functioning, rather than an interpretive one; that is to say, the child learns what is customary, rather than what is logical. (For example, if the basis of grammar were logic then "one foot" when pluralized would become "two foots", instead of the conventional "two feet".) Grammatic Closure, then, is representative of a highly integrated process of "pulling out" the correct response, rather than meaningfully interpreting symbols. This skill bears significant relationship to both understanding and expressing ideas and, therefore, has practical applications for communication and learning academics.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to ask the child to listen to a completed statement which is followed by a companion statement that requires the child to fill in the missing parts. For example: "Here is a foot; here are two ____." It is helpful to accompany test items with pictures that depict the content of the verbal statement to avoid contaminating the test with any problems of understanding (reception).

Deficit Remediation

The development of skills in Grammatic Closure must first take into consideration such prerequisite skills as:

(1) auditory reception,
(2) auditory sequential memory,
(3) verbal expression.

In developing a program of training, the teacher should use model sentences to allow for correct grammatic forms to be learned. These sentences should emphasize the forms which are to be internalized. Repeat often.

It might also be helpful to establish a record of the most frequent errors the child makes and attempt to correct them one at a time. The key to the success of such a program is provision for extensive verbal practice of the correct forms. Have the child reactivate what he heard; train him in rehearsal.

Use objects and pictures in a structured fashion, (e.g., the instructor handles doll house furniture and states, "Here is one chair; here are two chairs."). Use imitation, choral reading and dramatic play as other instruments for practicing the needed verbal forms.

Note: Refer to Verbal Expression activities in each curriculum section.

▶ Have child look at pictures and listen to the sentence; then complete the sentence with an appropriate word.

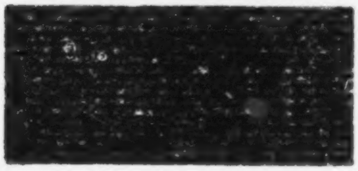
This color is
(light).

This color is
even(lighter).

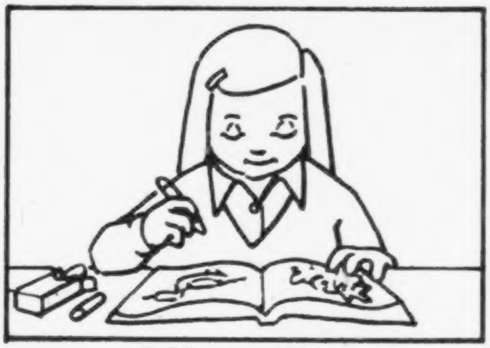
This color is
the very (lightest).

This color is
(dark).

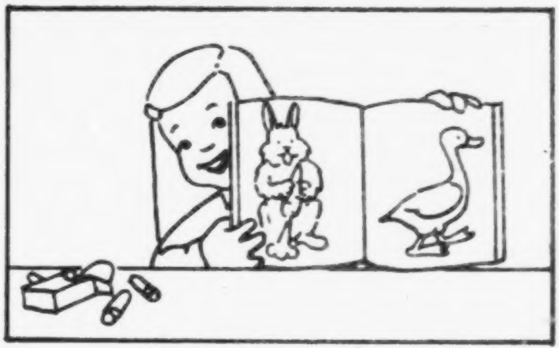
This color is
even (darker).



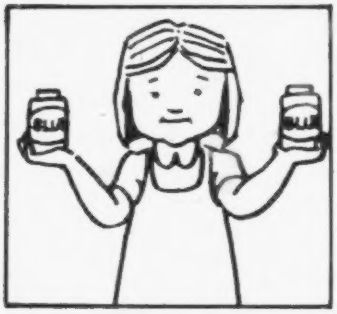
This color is
the very (darkest).



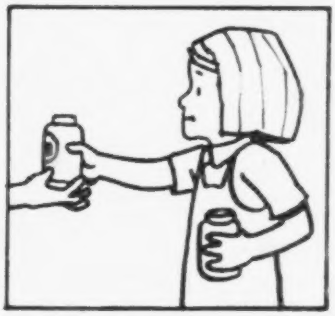
Sally is going
to color a picture



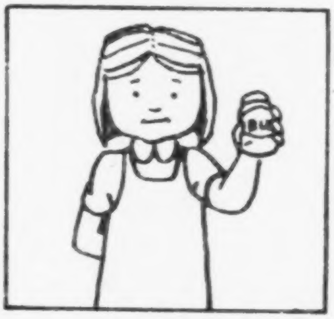
This is the picture
that she (colored).



Mary had 2 jars
of blue paint.

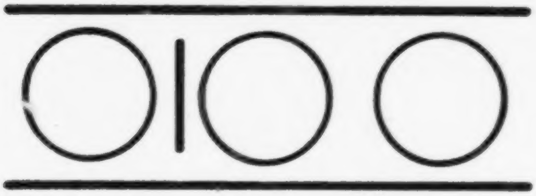


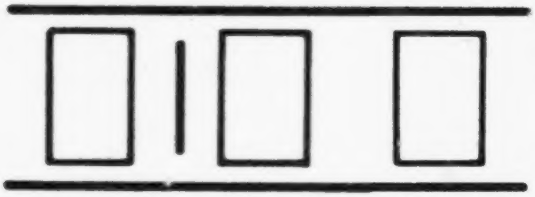
She gave one
jar away

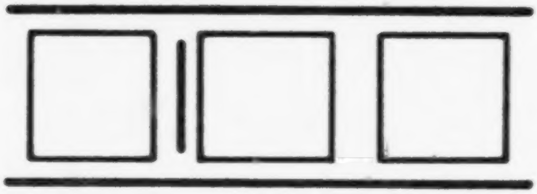


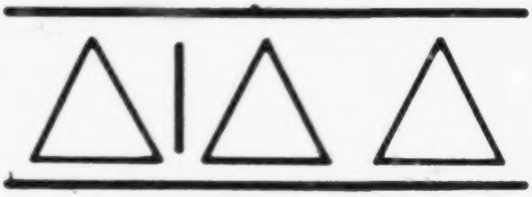
She kept one jar
for (herself).

Use pictures of shapes. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.

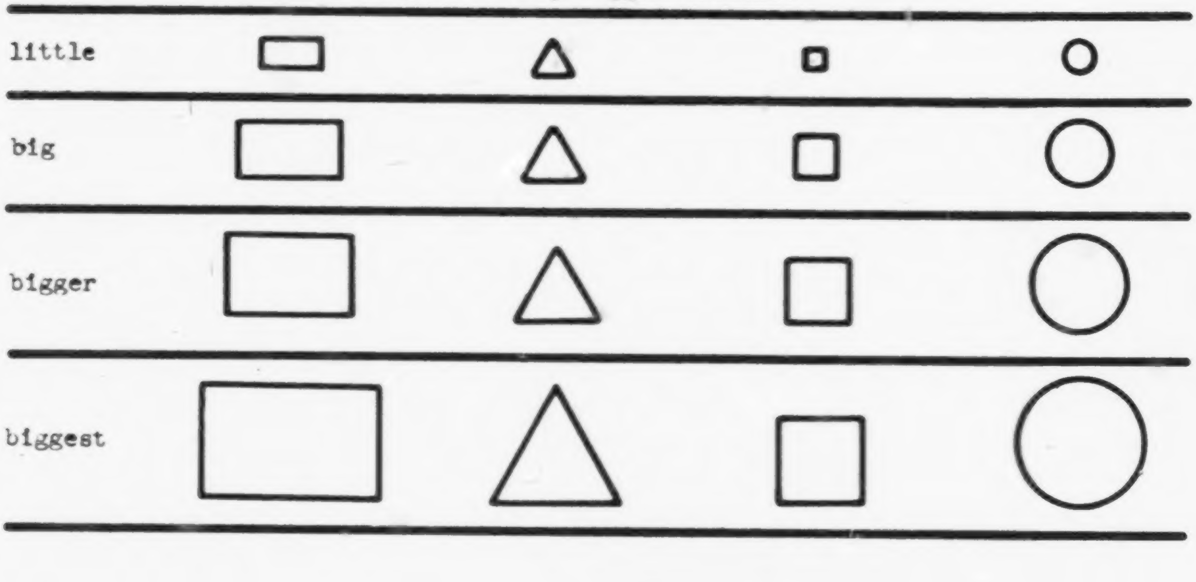

1 circle 2 circles


1 rectangle 2 rectangles

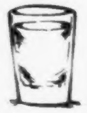

1 square 2 squares


1 triangle 2 triangles

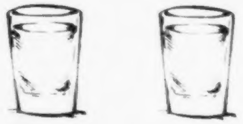
Have the child look at the picture and repeat the comparative as set up in the sample below. Example: little circle, big circle, bigger circle, biggest circle.



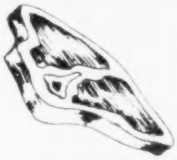
Use pictures of food. Arrange them so that you have singular & plurals as set up in the sample below. Have child look at each set & repeat the singular and plural form of the word.



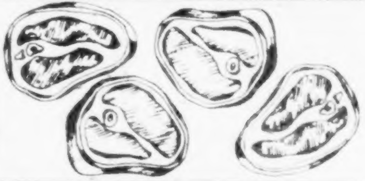
1 glass of milk



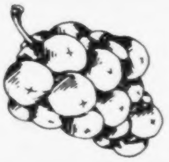
2 glasses of milk



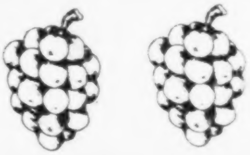
1 steak



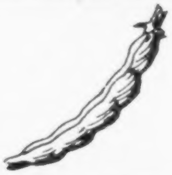
4 steaks



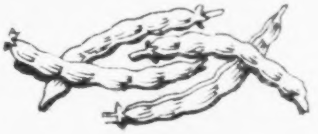
1 bunch of grapes



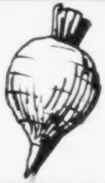
2 bunches of grapes



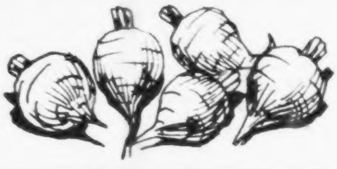
bean



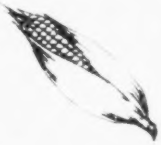
beans



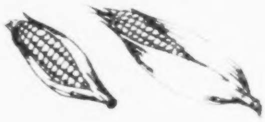
1 beet



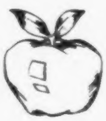
many beets



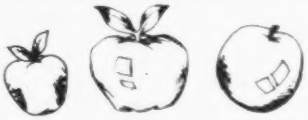
1 ear of corn



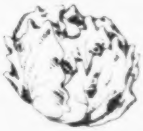
2 ears of corn



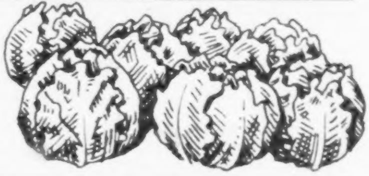
1 apple



3 apples

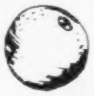


1 head of lettuce

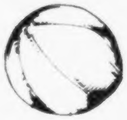


many heads of lettuce

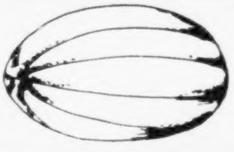
Use pictures of food. Have the child look at the picture and repeat the comparative as set up in the sample below.



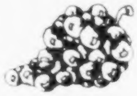
big



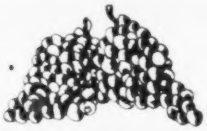
bigger



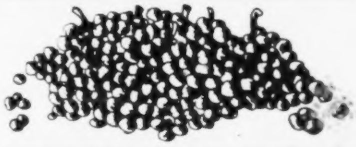
biggest



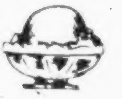
many



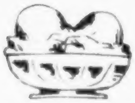
more



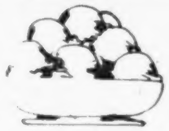
most



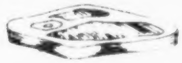
good



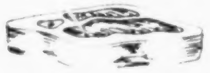
better



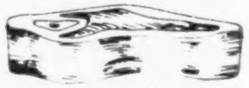
best



thick



thicker



thickest

▶ Conjugate the following verbs. Have the child repeat the correct verb forms.

to eat	to chew	to taste

Example:

Present	Past	Future
Singular	Singular	Singular
I eat	I ate	I will eat
You eat	You ate	You will eat
He, she, it eats	He, she, it ate	He, she, it will eat
Plural	Plural	Plural
We eat	We ate	We will eat
You eat	You ate	You will eat
They eat	They ate	They will eat

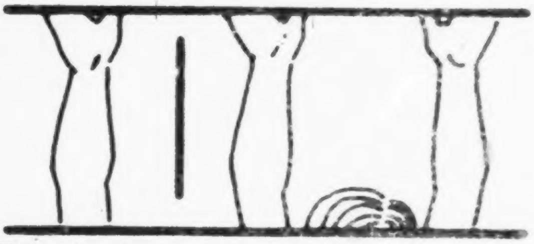
Conjugate the following verbs. Have the child repeat the correct verb forms.

to cook	to want	to drink

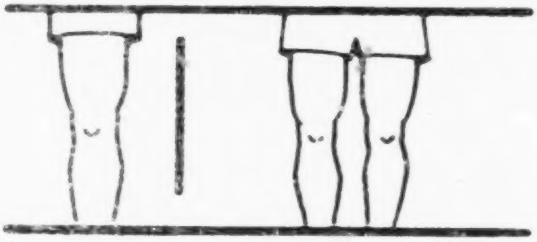
Example:

Present	Past	Future
Singular	Singular	Singular
I cook	I cooked	I will cook
You cook	You cooked	You will cook
He, she, it cooks	He, she it cooked	He, she, it will cook
Plural	Plural	Plural
We cook	We cooked	We will cook
You cook	You cooked	You will cook
They cook	They cooked	They will cook

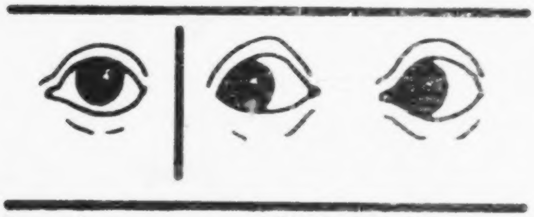
Have child listen to the sentences and complete the sentences with an appropriate word.



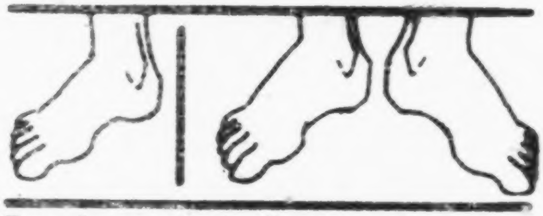
Here is one arm. Here are 2______.



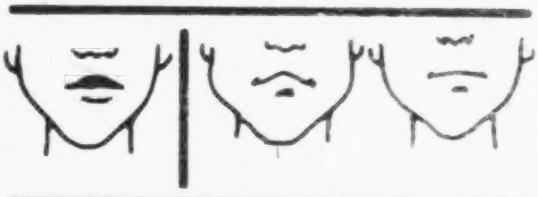
Here is one leg. Here are 2______.



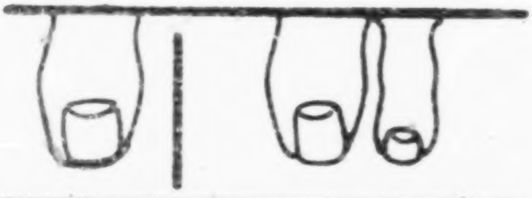
Here is one eye. Here are 2______.



Here is one foot. Here are 2______.

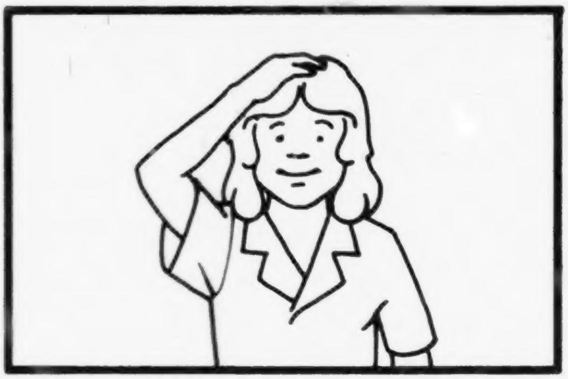


Here is one chin. Here are 2______.

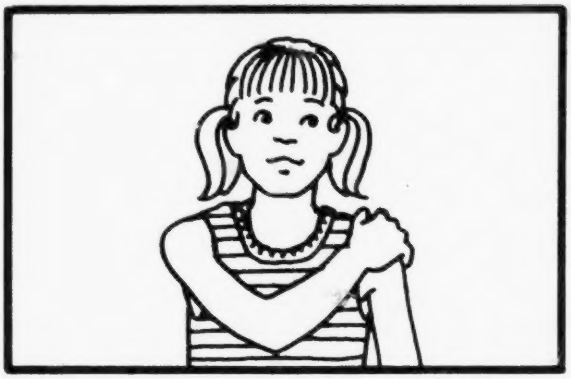


Here is one toe. Here are 2______.

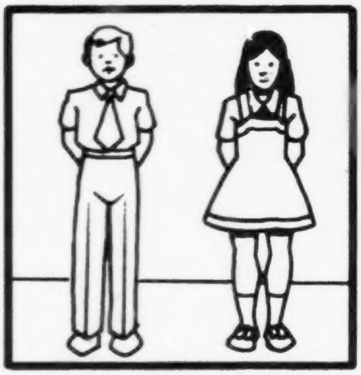
Have child listen to the sentences and complete each sentence with an appropriate word.



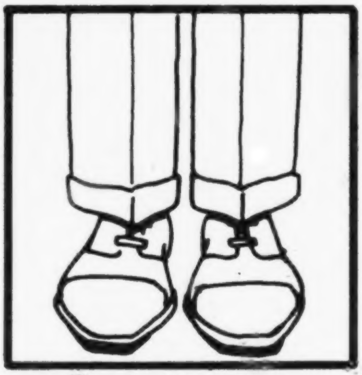
This girl's hand is on her head



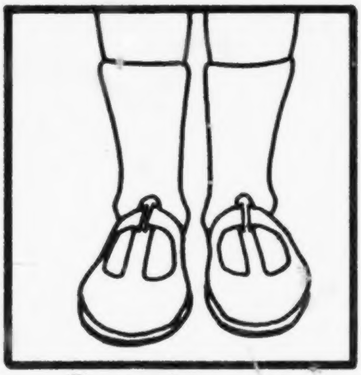
Where is this girl's hand?
It is on her (shoulder).



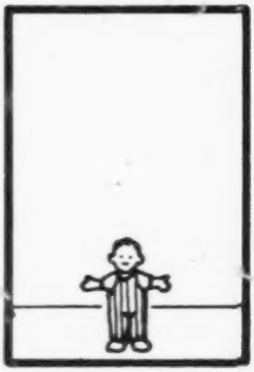
Each child has shoes on his feet.



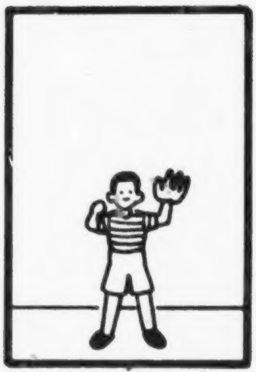
These shoes are on (his) feet.



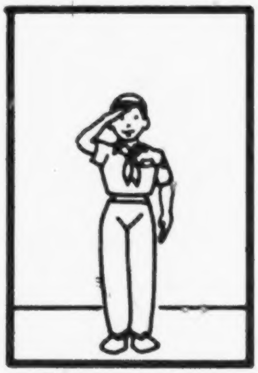
These shoes are on (her) feet.



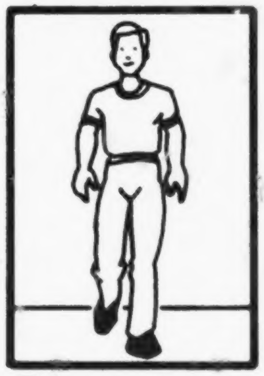
This baby is not big.



This child is (big).

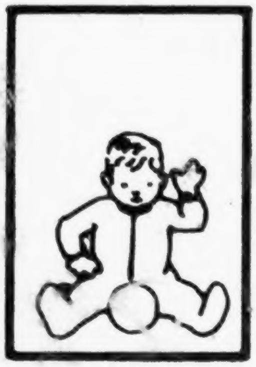


This boy is even (bigger).

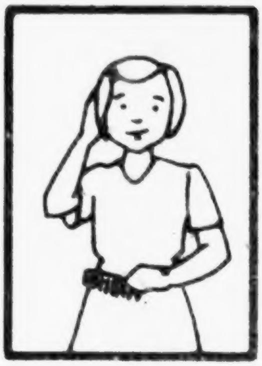


This man is the very (biggest).

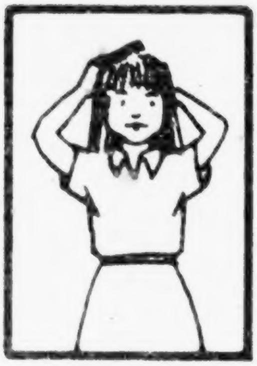
(continued)



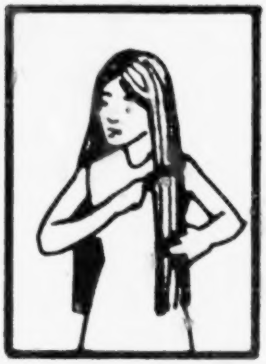
This baby's hair is not long.



This girl's hair is (long).

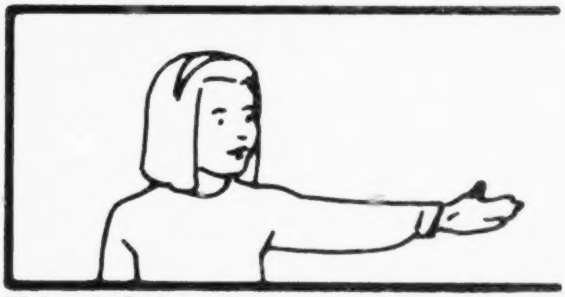


This girl's hair is even (longer).

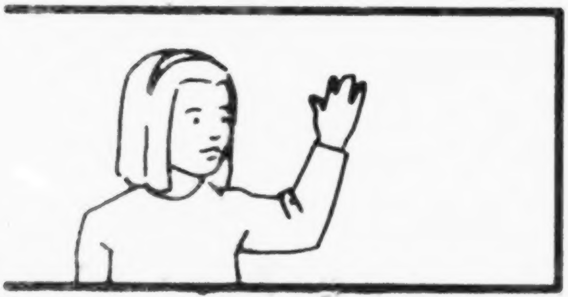


This girl's hair is the very (longest).

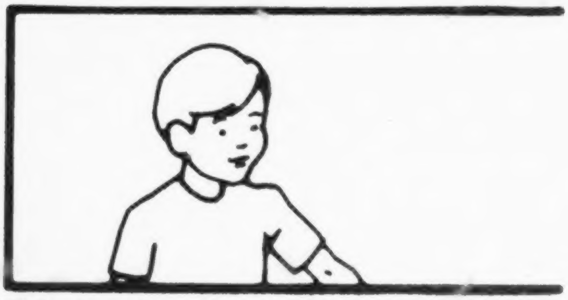
Have child listen to the sentences and complete each sentence with an appropriate word.



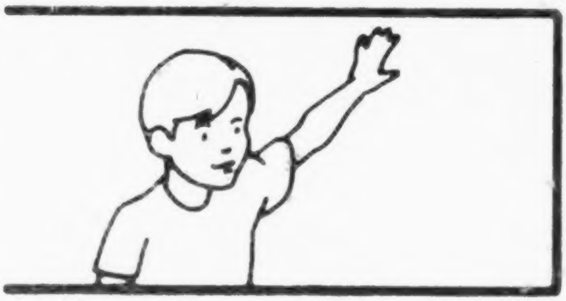
This girl is going to bend her arm.



Now her arm is__________.

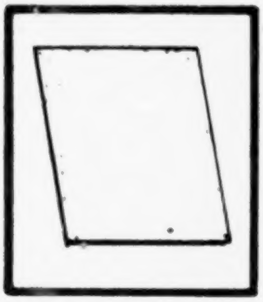


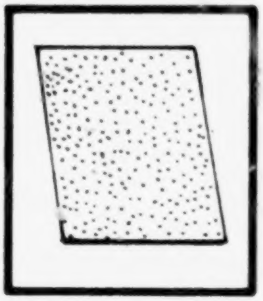
This boy is going to raise his arm.

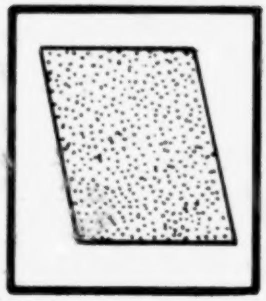


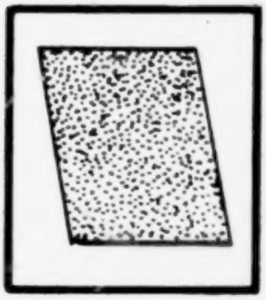
Now his arm is__________.

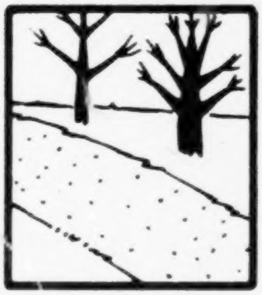
Have the child look at each picture and repeat the comparative as set up in the sample.

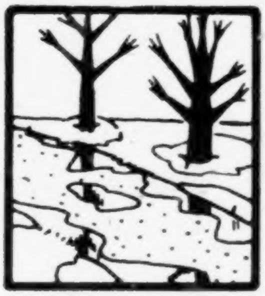

This is not rough.

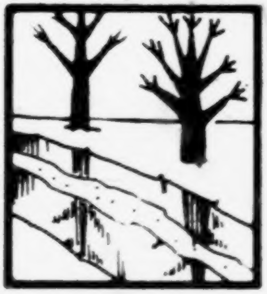

This piece of sand-paper is rough.

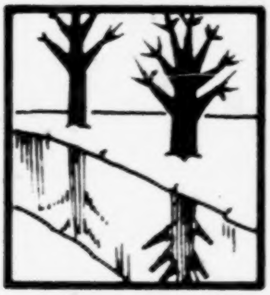

This piece is even (rougher).

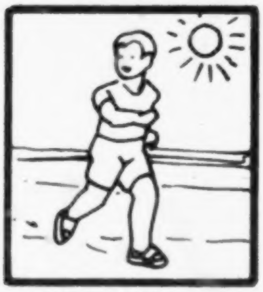

And this piece is the very (roughest).

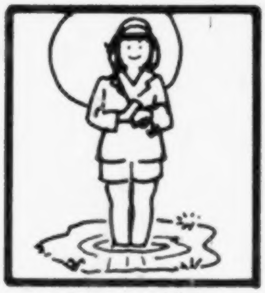

This street is not slippery.

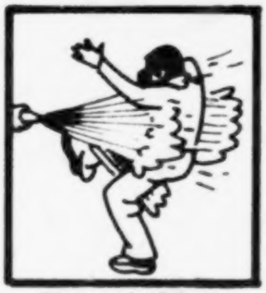

This street is slippery.

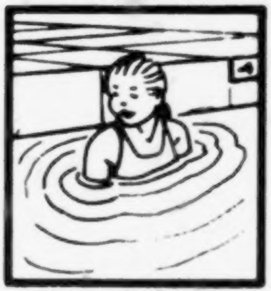

This street is even (slipperier).

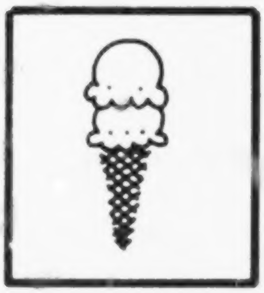

This street is the (slipperiest).

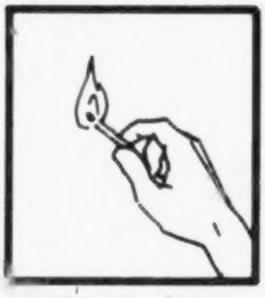

This child is not wet.

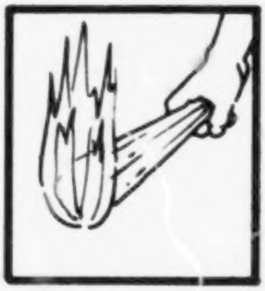

This child is wet.

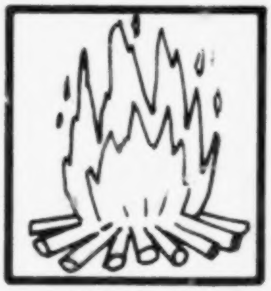

This child is even (wetter).

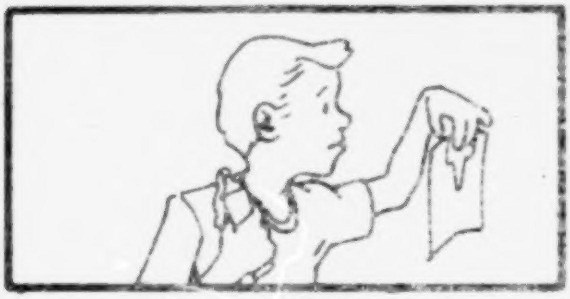

This child is the (wettest).


This is not hot.

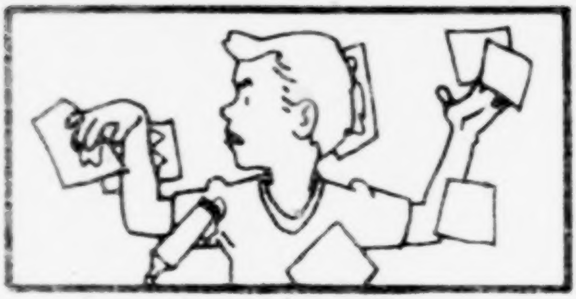

This is hot.


This is even (hotter).


This is the (hottest).

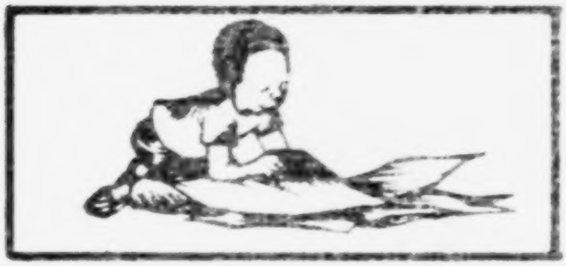


This child
feels sticky.

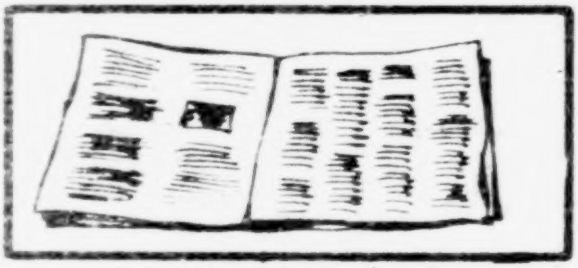


This child feels
even (stickier).

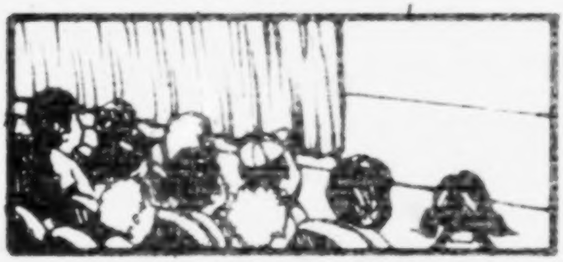
Have child listen to the sentences and complete the sentences with an appropriate word.



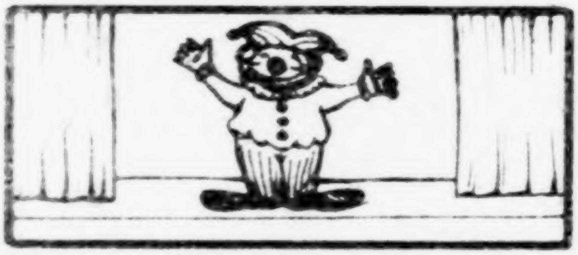
This boy is seeing
something.



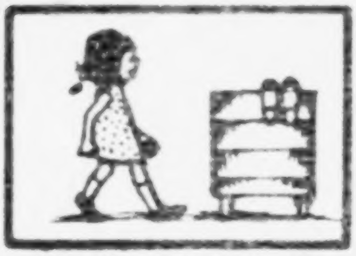
This is what he (saw) .



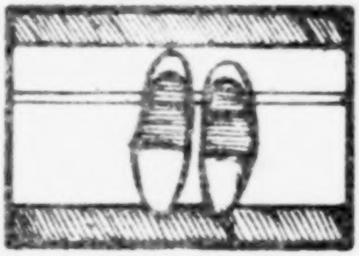
These children are all
going to see a surprise.



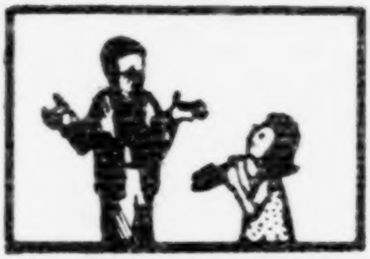
This is the surprise that
they (saw) .



Mary is going to see
some shoes.

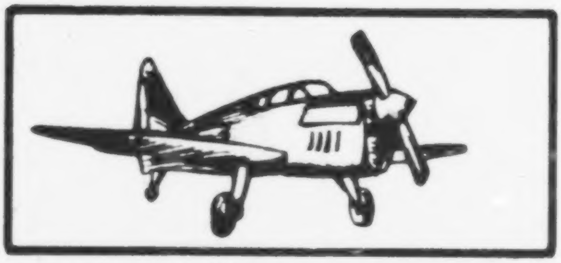


These are the shoes Mary
has (seen) .

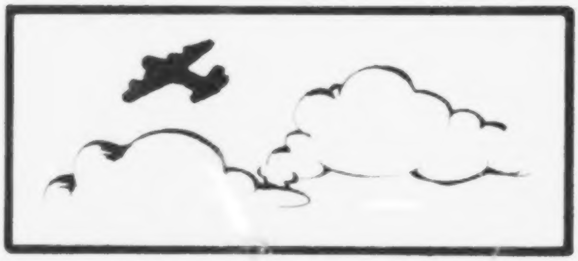


She asked to see another
pair, but there weren't
(any more) .

(continued)

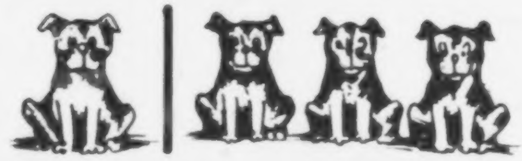


Jack said "This airplane looks big because it is near.

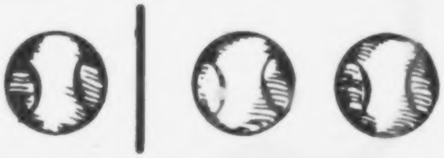


But this plane looks little because it is (far away) .

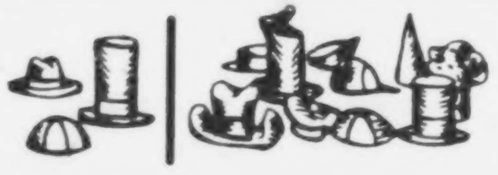
▶ Use pictures of items you can see. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.



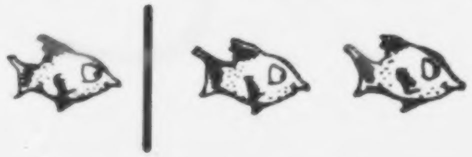
I see one dog. I see many dogs.



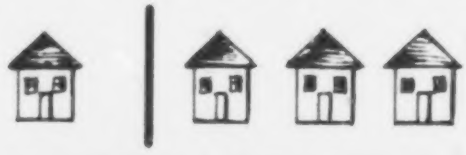
I see one ball. I see two balls.



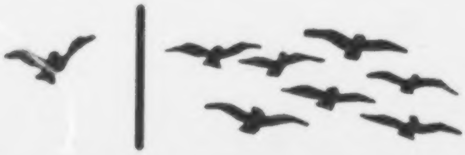
I see a few hats. I see many hats.



I see one fish. I see two fish.



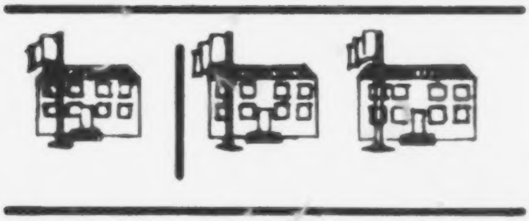
I see one house. I see three houses.



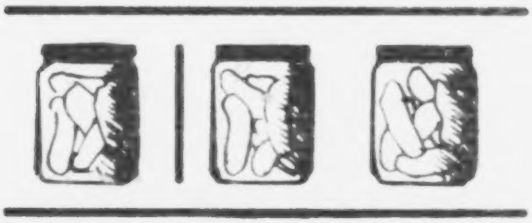
I see one bird. I see a flock of birds.

(continued)

See



I see one school. I see two schools.

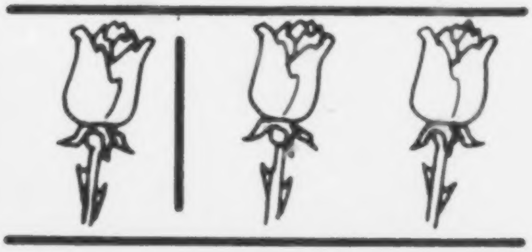


I see one jar of pickles. I see two jars of pickles.

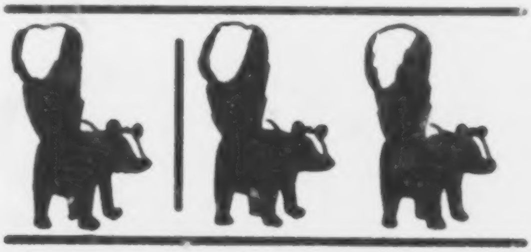
I see one star. I see a sky full of stars.

Smell

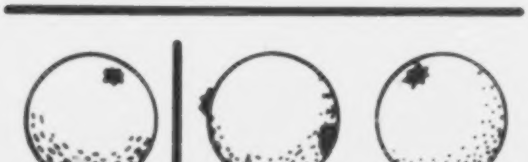
▶ Use pictures of items that have a definite smell. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.



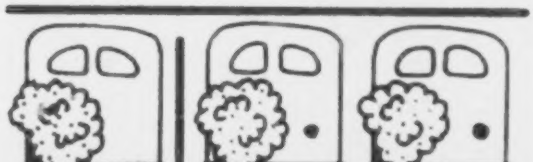
flower flowers



skunk skunks

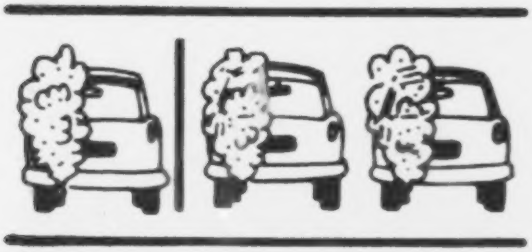


orange oranges



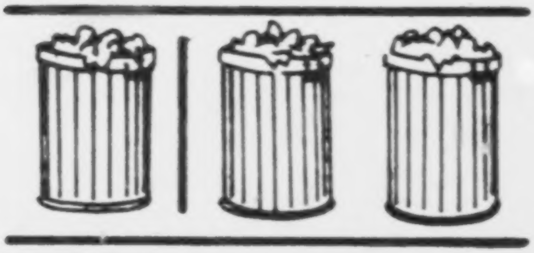
fumes from a bus fumes from busses

(continued)



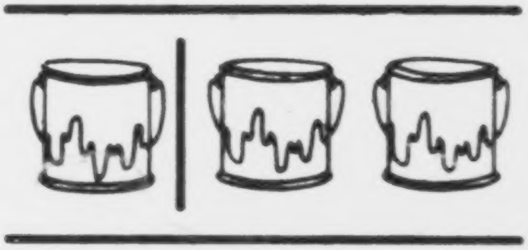
fumes from a car

fumes from cars



garbage

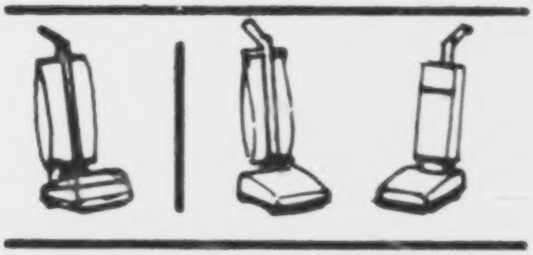
garbage



paint

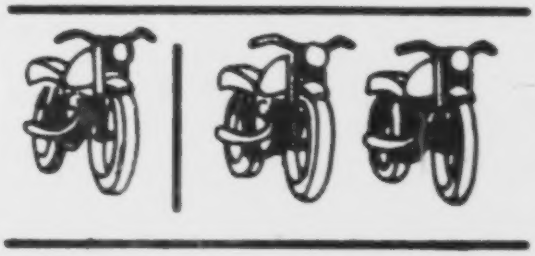
cans of paint

Use pictures of items you can hear. Arrange them so that you have singular and plurals as set up in the sample below. Have the child look at each set and repeat the singular & plural form of the word.



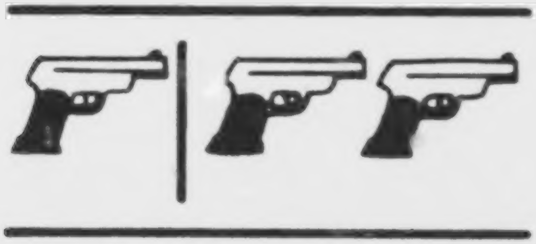
vacuum

vacuums



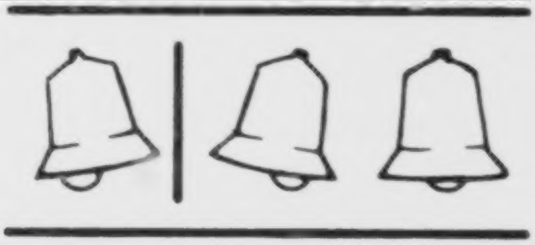
motor cycle

motor cycles



gun

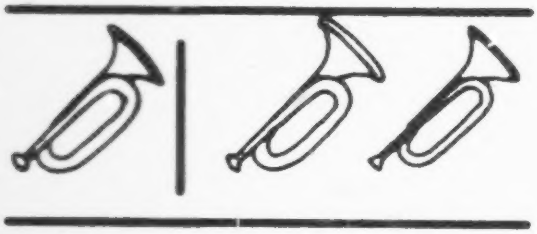
guns



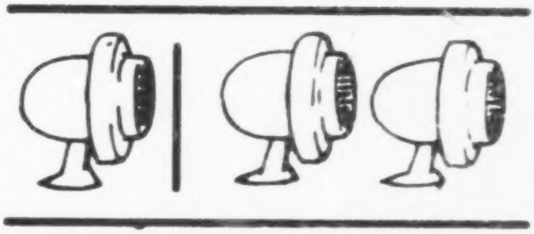
bell

bells

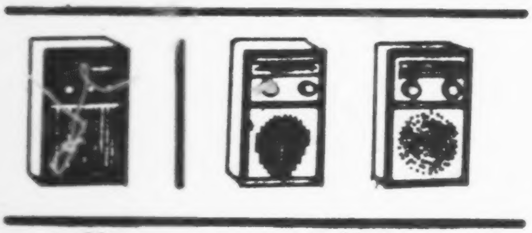
(continued)



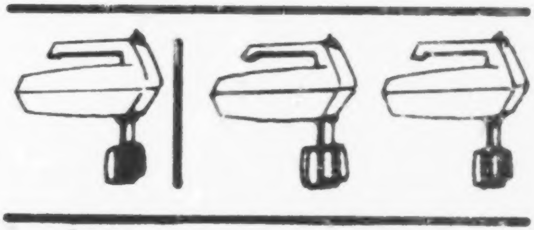
horn horns



siren sirens

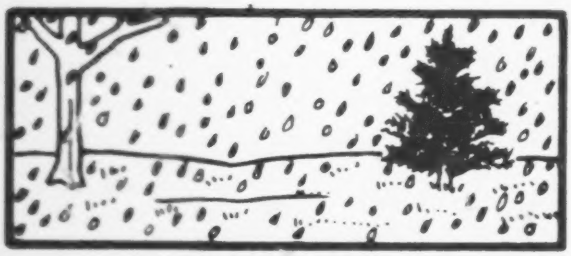


radio radios

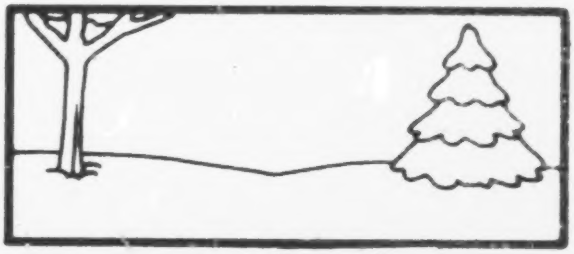


mixer mixers

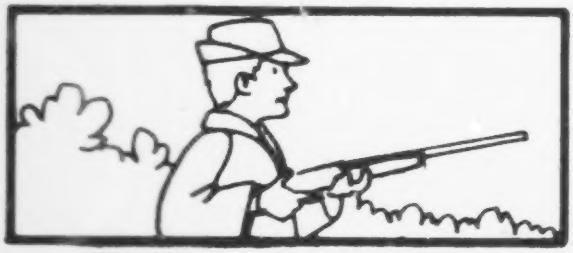
Use the pictures below. Have child listen to the sentences and complete the sentence with an appropriate word.



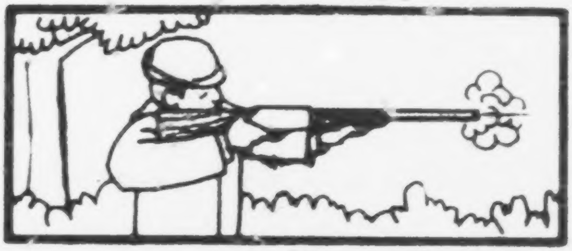
It is snowing.



It has (snowed).

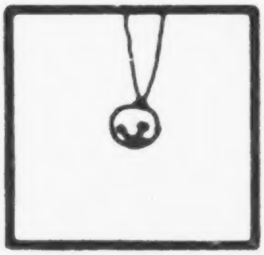


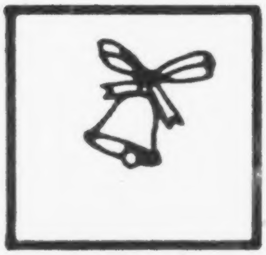
This hunter likes to shoot.

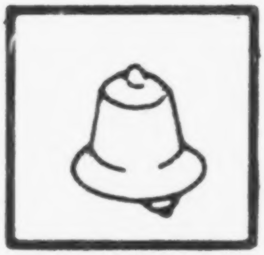


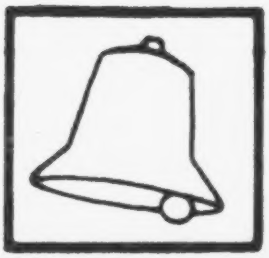
Here he is (shooting).

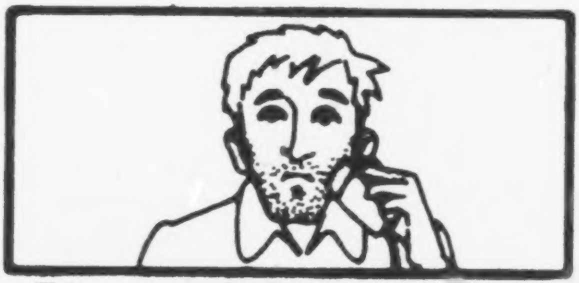
(continued)

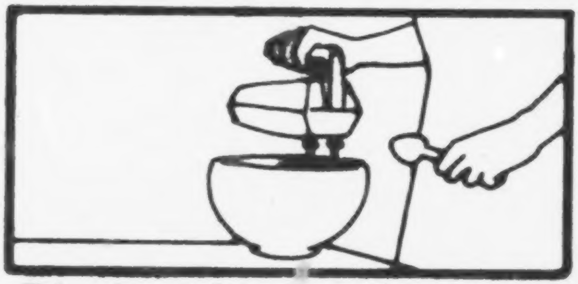

This bell is
not loud.


This bell
is(loud).


This bell is
even (louder).


This bell is
the very (loudest).


This razor belongs to daddy.
Whose razor is it? It is(daddy's).


This mixer belongs to mother.
Whose mixer is it? It is (mother's).

Conjugate the following verbs. Have child repeat the correct verb forms.

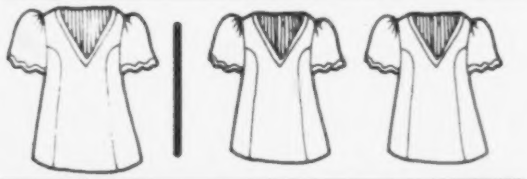
to hear   to see   look at   to feel   to taste

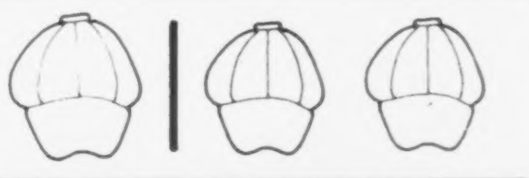
Example:

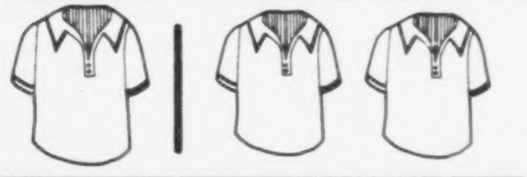
Present	Past	Future
Singular	Singular	Singular
I hear	I heard	I will hear
You hear	You heard	You will hear
He, she, it hears	He, she, it heard	He, she, it will hear
Plural	Plural	Plural
We hear	We heard	We will hear
You hear	You heard	You will hear
They hear	He, she, it heard	He, she, it will hear

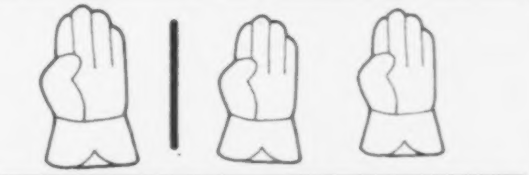
(continued)

Use pictures of clothing. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of the word.

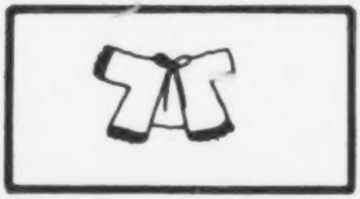

1 dress 2 dresses

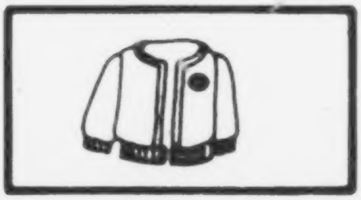

1 hat 2 hats

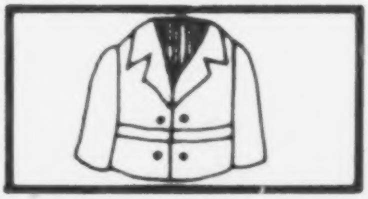

1 shirt 2 shirts

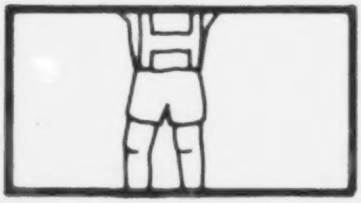

1 glove 2 gloves or
a pair of gloves

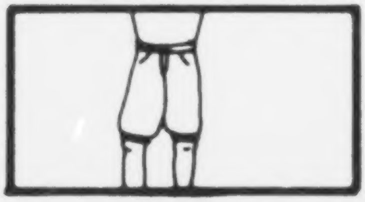
Have the child look at the picture and repeat the comparative as set up in the sample.

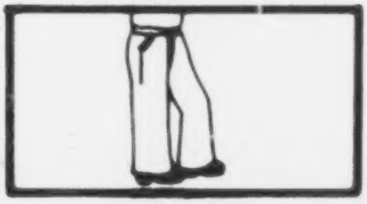

big


bigger

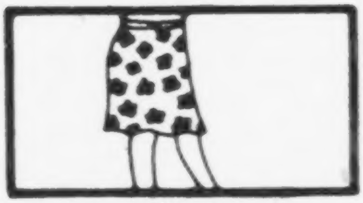

biggest


long

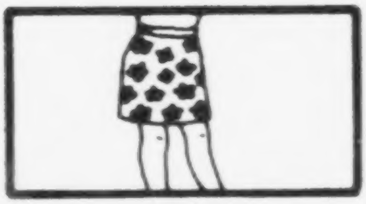

longer


longest

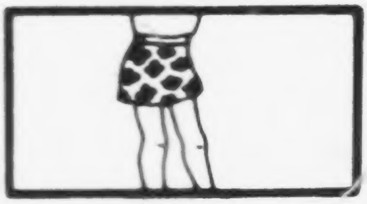
(continued)



short



shorter

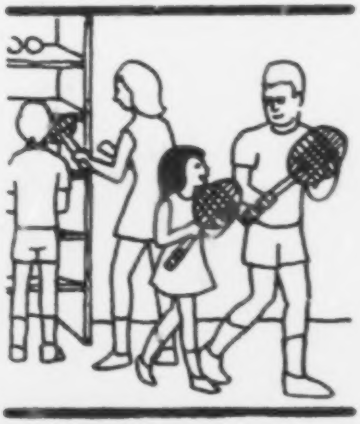


shortest

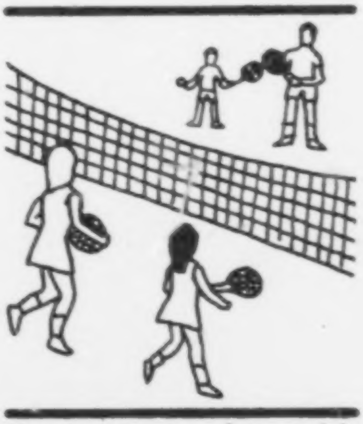
Conjugate the following verbs. Have each child repeat the correct verb forms.

	to wear	to take off	to dress
Example:			
	Present	Past	Future
	Singular	Singular	Singular
	I wear	I wore	I will wear
	You wear	You wore	You will wear
	He, she, it wears	He, she, it wore	He, she it will wear
	Plural	Plural	Plural
	We wear	We wore	We will wear
	You wear	You wore	You will wear
	They wear	They wore	He, she, it will wear

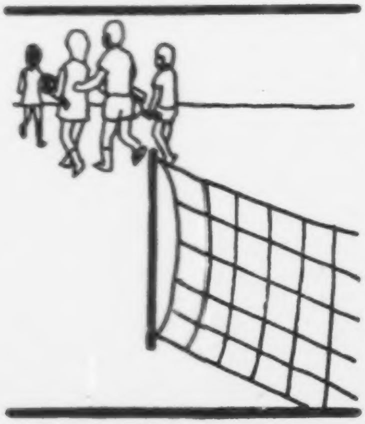
Have child listen to the first sentence and complete the sentences with the appropriate word.



The family is getting ready to play.

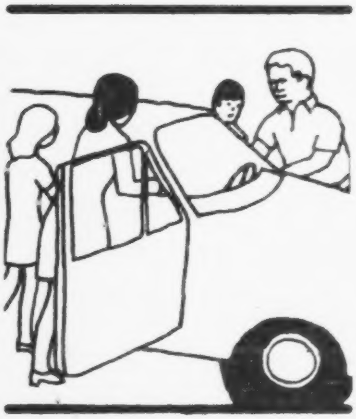


The family is (playing).

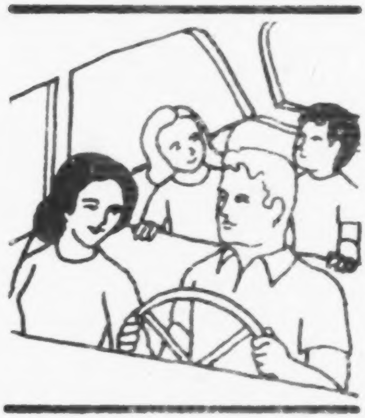


The family (played).

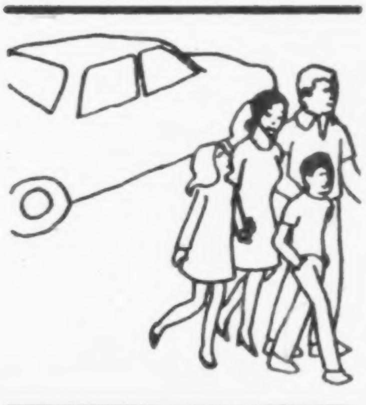
(continued)



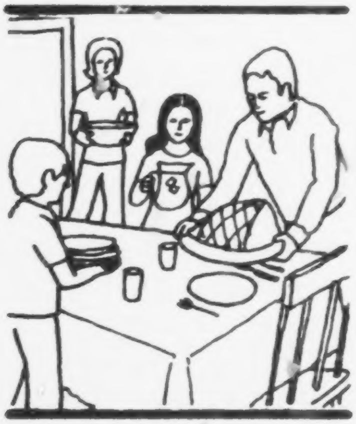
The family wants to ride



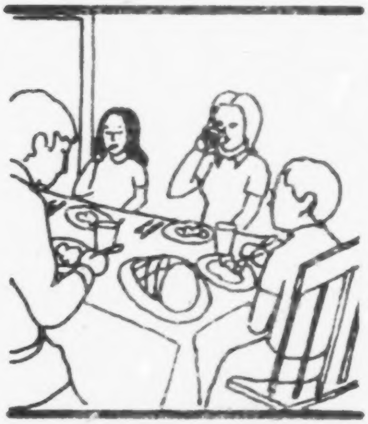
The family is (riding).



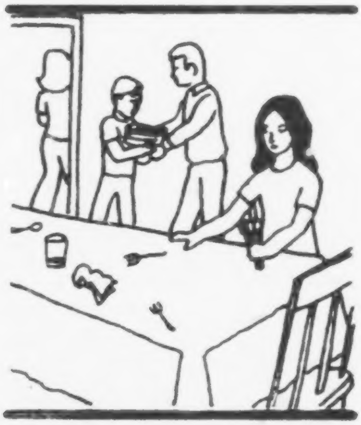
The family (rode).



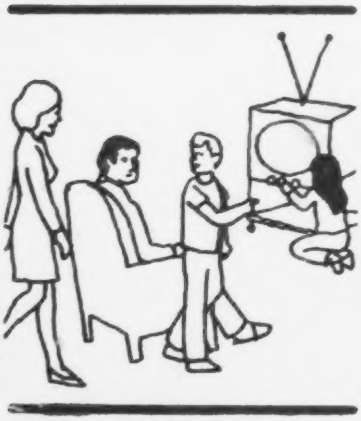
The family wants to eat.



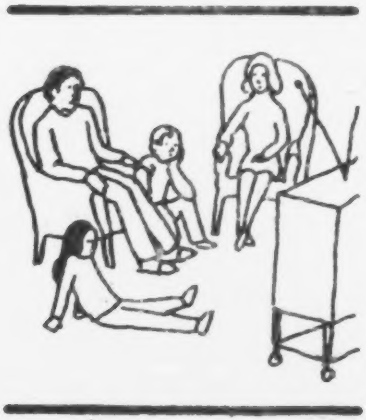
The family is (eating).



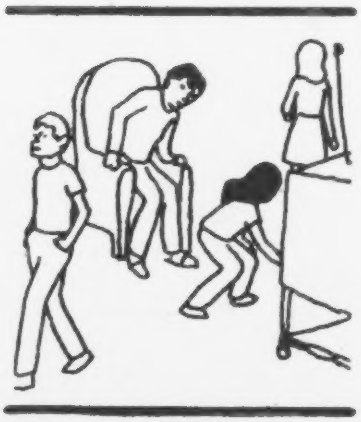
The family (ate).



The family is going to watch T.V.

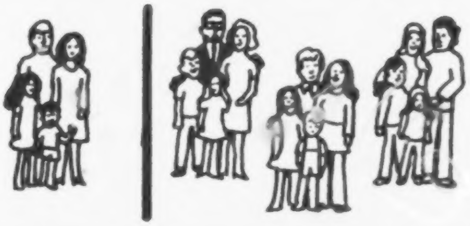


The family is (watching) T.V.

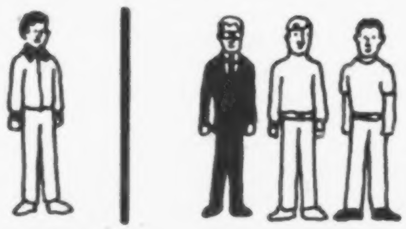


The family (watched) T.V.

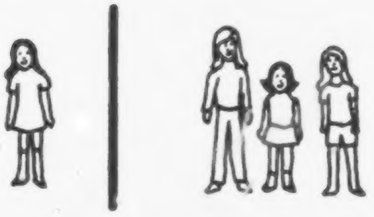
Use pictures of the family; arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of word.



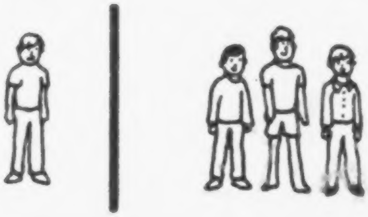
family families



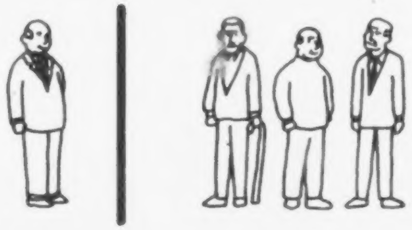
father fathers



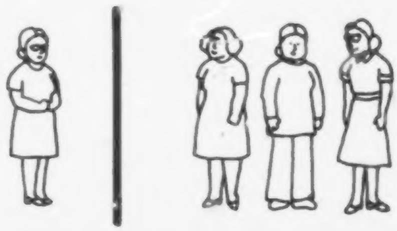
sister sisters



brother brothers



grandpa grandpas
grandfather grandfathers



grandmother grandmothers

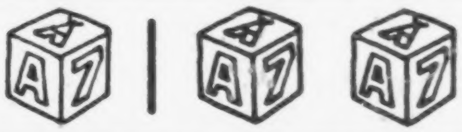
Conjugate the following verbs. Have child repeat the correct verb forms.

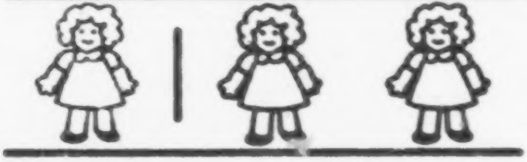
to help
to love
to share
to do
to belong
to take care of

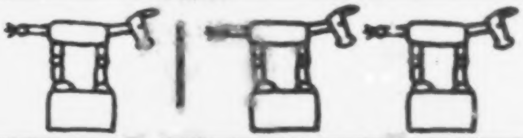
Example:

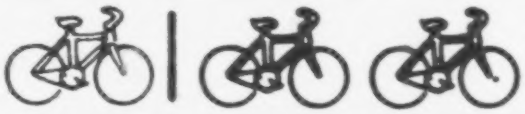
Present	Past	Future
Singular	Singular	Singular
I help	I helped	I will help
You help	You helped	You will help
He, she, it helps	He, she it helped	He, she, it will help
Plural	Plural	Plural
We help	We helped	We will help
You help	You helped	You will help
They help	They helped	They will help

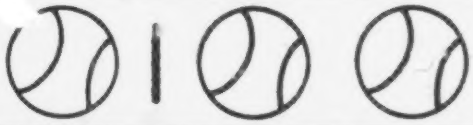
Use pictures of toys. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular and plural form of word.

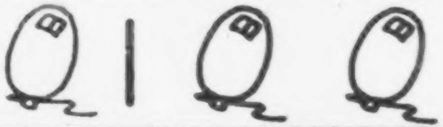

block blocks


doll dolls

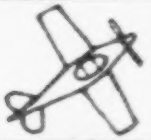

toy toys

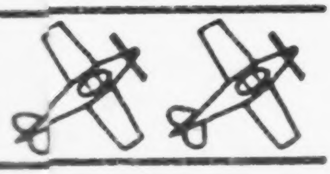

bike bikes

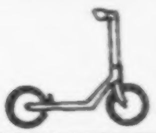

ball balls

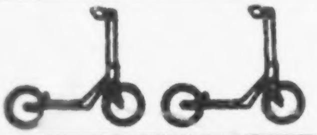

balloon balloons

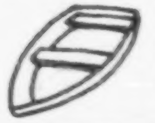
(continued)

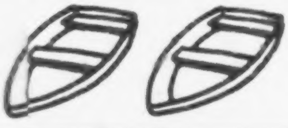

airplane

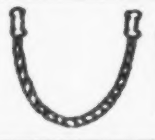

airplanes

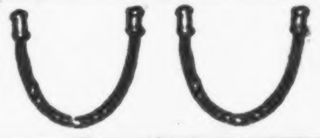

scooter

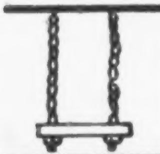

scooters

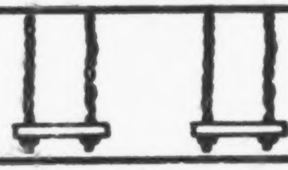

boat

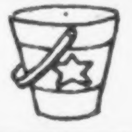

boats

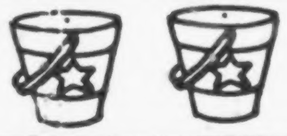

jump rope


jump ropes

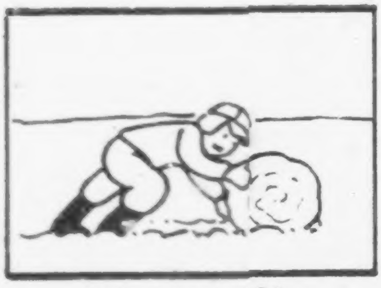

swing

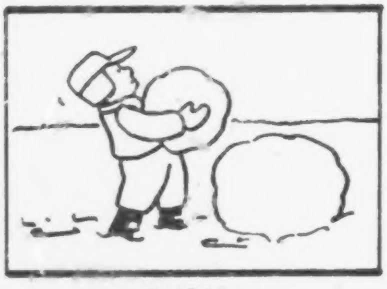

swings

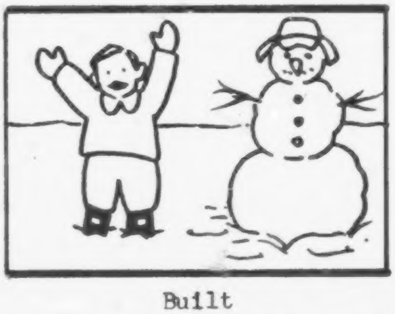

pail

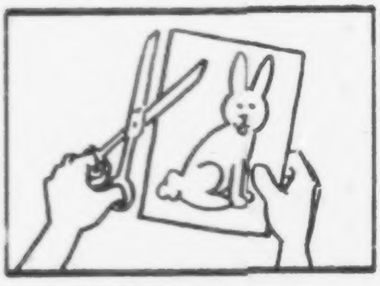

pails

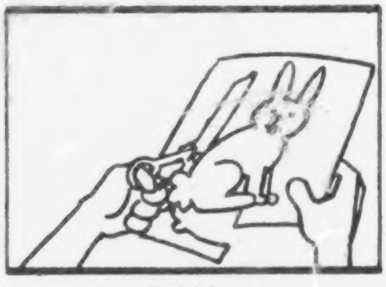
Have the child look at the picture and repeat the tenses as set up in the sample.

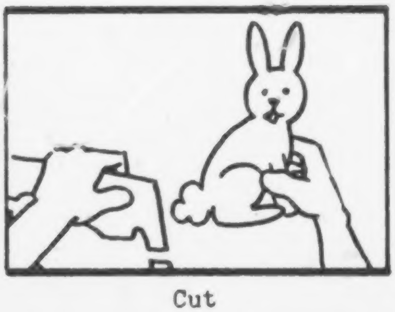

Going to build


Building

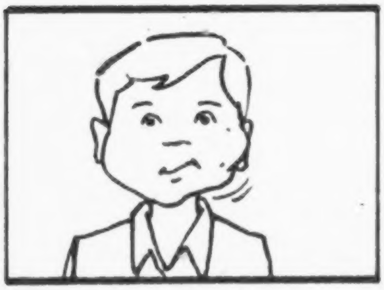

Built


Going to cut

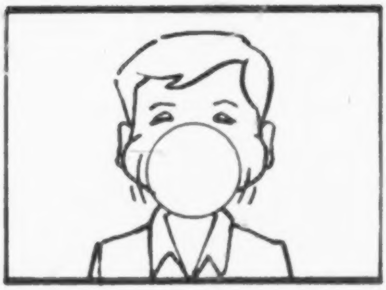

Cutting


Cut

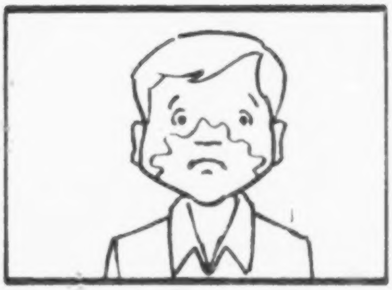
(continued)



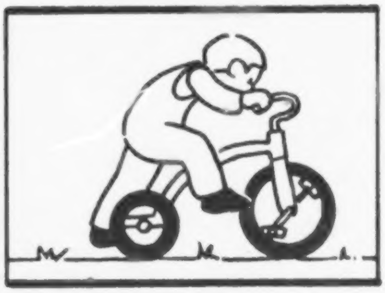
Going to blow



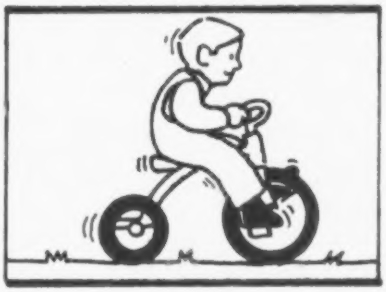
Blowing



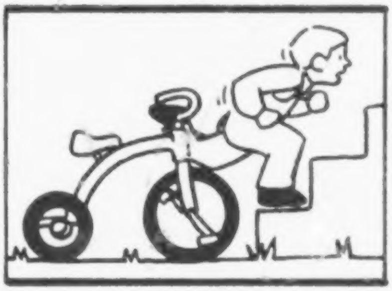
Blew



Going to ride



Riding



Rode

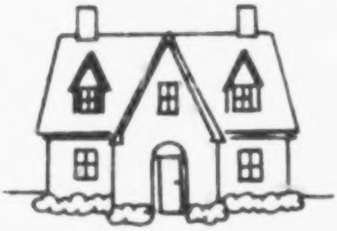
▶ Conjugate the following verbs. Have the child repeat the correct verb forms.

to play　　to catch　　to pretend

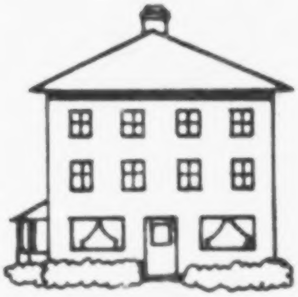
Example:

Present	Past	Future
Singular	Singular	Singular
I play You play He, she, it plays	I played You played He, she, it played	I will play You will play He, she, it will play
Plural	Plural	Plural
We play You play They play	We played You played They played	We will play You will play They will play

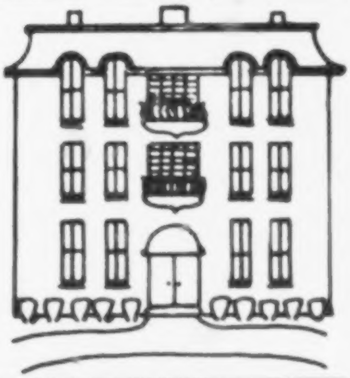
Use pictures of houses. Have the child look at the picture and repeat the comparative as set up in the sample.



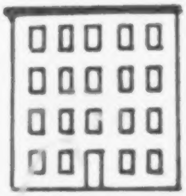
big



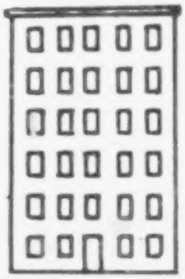
bigger



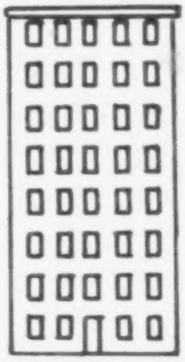
biggest



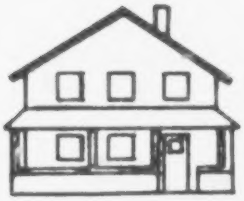
tall



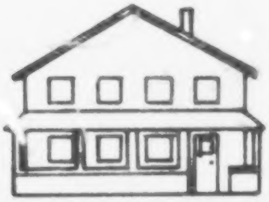
taller



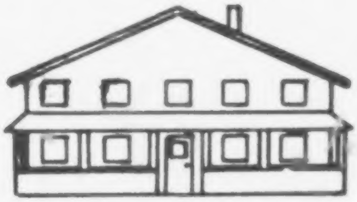
tallest



wide

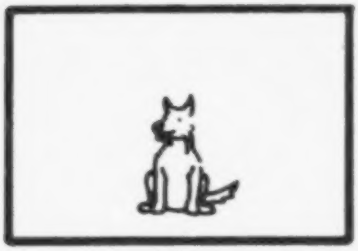


wider

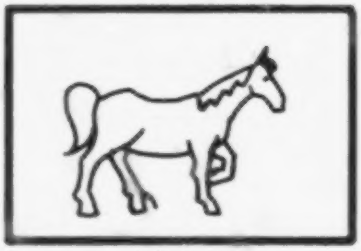


widest

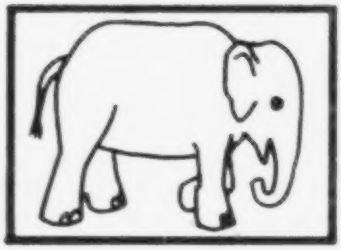
Use pictures of animals; have the child look at the picture and repeat the comparatives as set up in the sample.



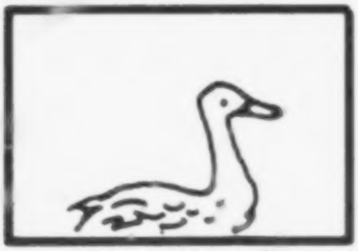
big



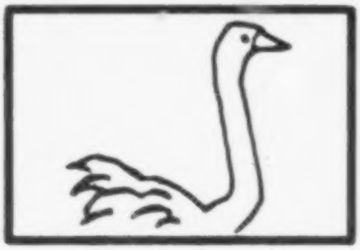
bigger



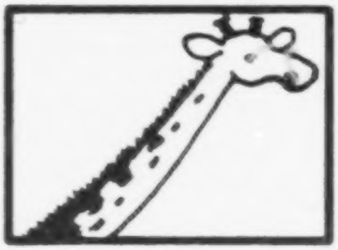
biggest



long (neck)



longer (neck)



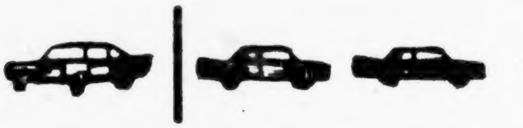
longest (neck)

Conjugate the following verbs. Have the child repeat the correct verb forms.

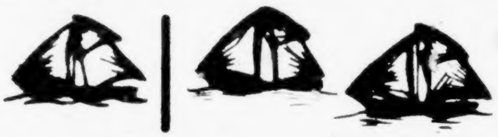
Example:

to eat	to climb	to feed
Present	Past	Future
Singular	Singular	Singular
I choose	I chose	I will choose
You choose	You chose	You will choose
He chooses	He chose	He will choose
Plural	Plural	Plural
We choose	We chose	We will choose
You choose	You chose	You will choose
They choose	They chose	They will choose

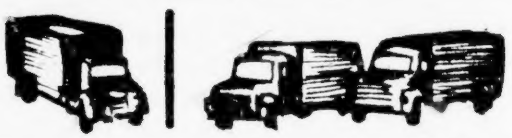
Use pictures of cars, boats, trucks, etc. Arrange them so you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of word.



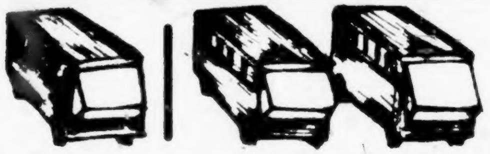
1 car 2 cars



1 boat 2 boats

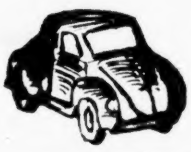


1 truck 2 trucks

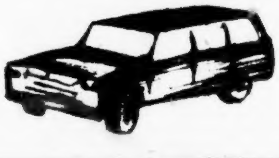


1 bus 2 busses

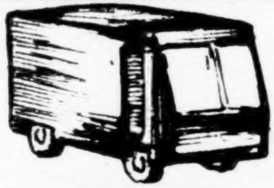
Have the child look at the pictures and repeat the comparatives as set up in the sample.



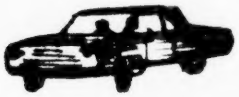
big



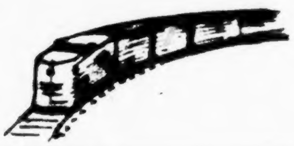
bigger



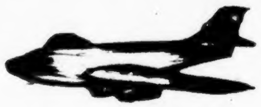
biggest



fast



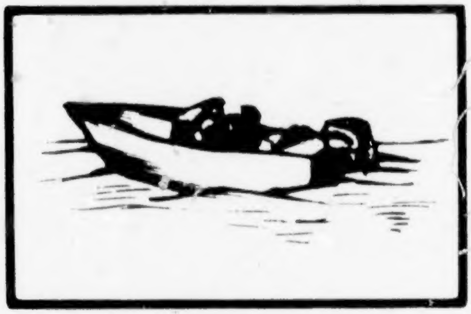
faster



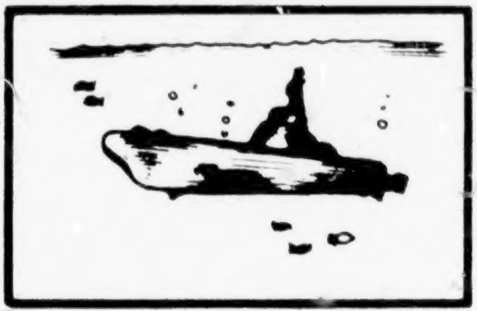
fastest

▶ Have child listen to the sentence and complete the sentence with an appropriate word.

Where is this boat?



This boat is on the water



This boat is (under) the water.

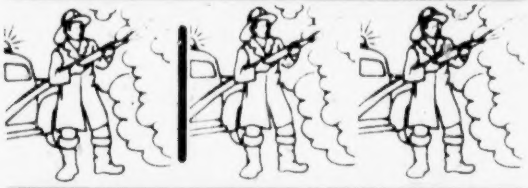
▶ Conjugate the following verbs. Have child repeat the correct verb forms.

to go	to move	to travel

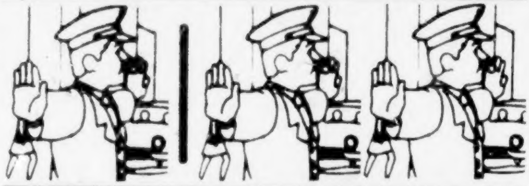
Example:

Present	Past	Future
Singular	Singular	Singular
I go	I went	I will go
You go	You went	You will go
He, she, it goes	He, she, it went	He, she, it will go
Plural	Plural	Plural
We go	We went	We will go
You go	You went	You will go
They go	They went	They will go

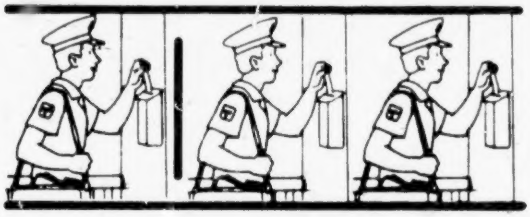
Use pictures of community helpers. Arrange them so that you have singular and plurals as set up in the sample. Have the child look at each set and repeat the singular & plural form of the word.



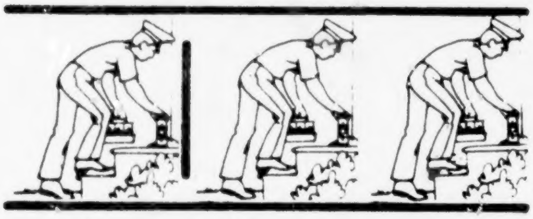
1 fireman 2 firemen



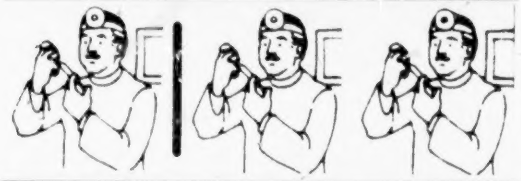
1 policeman 2 policemen



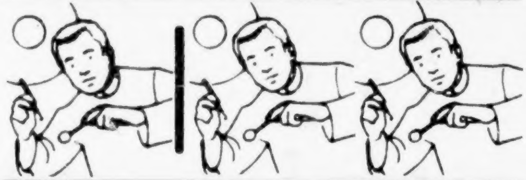
1 postman 2 postmen



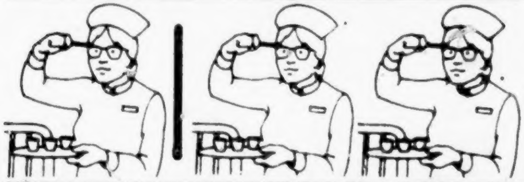
1 milkman 2 milkmen



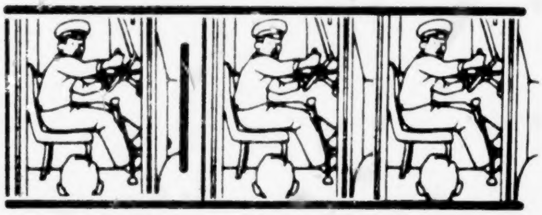
1 doctor 2 doctors



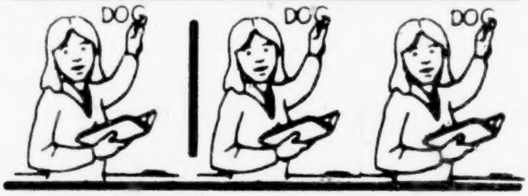
1 dentist 2 dentists



1 nurse 2 nurses

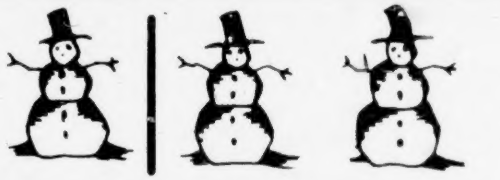


1 bus driver 2 bus drivers

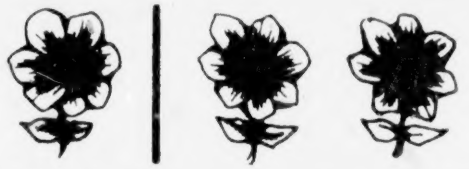


1 teacher 2 teachers

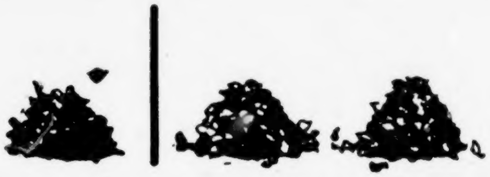
Use pictures of seasons. Arrange them so that you have singular and plurals as set up in the sample below. Have the child look at each set and repeat the singular and plural form of the word.



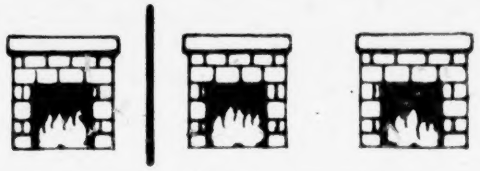
1 snowman 2 snowmen



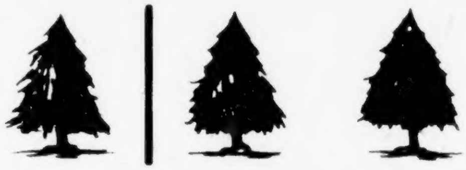
1 flower 2 flowers



1 pile of leaves 2 piles of leaves

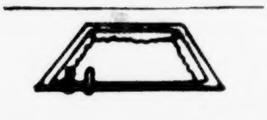


1 fireplace 2 fireplaces

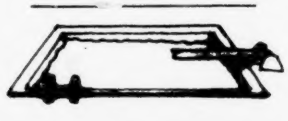


1 Christmas tree 2 Christmas trees

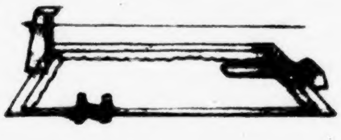
Have the child look at the picture and repeat the comparative as set up in the sample below.



big

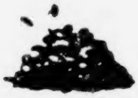


bigger



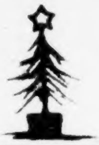
biggest

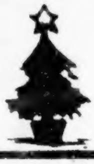
(continued)


many

more

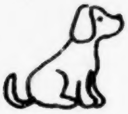
most

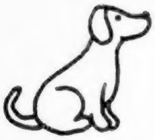

good

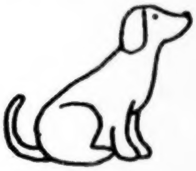

better

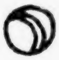
best

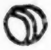
Have the child look at the picture and repeat the comparative as set up in the sample below.


big

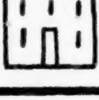

bigger

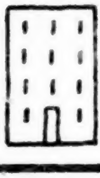

biggest

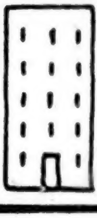

small


smaller

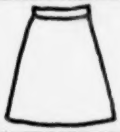
smallest

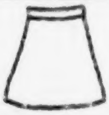

tall

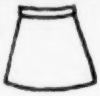

taller

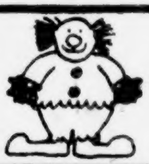

tallest

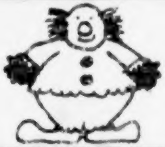
(continued)

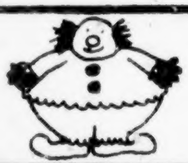

short

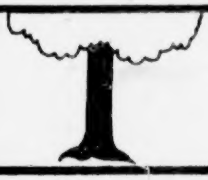

shorter

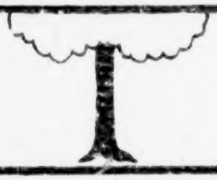

shortest

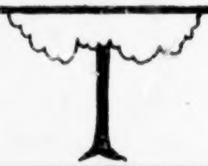

fat

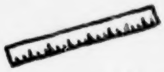

fatter

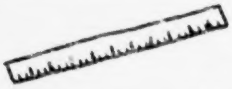

fattest

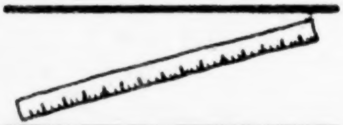

thin

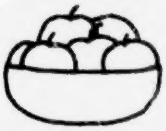

thinner

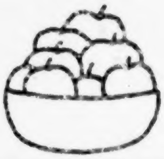

thinnest

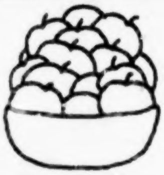

long


longer


longest


many


more


most

Have child listen to each sentence and complete the sentence with the appropriate words.

too thin
too warm
too high

too cold
too large
too old

too hard
too young

too bright
too heavy

Jim could not carry the big rock because it was ___________.

My two year old sister cannot go to school because she is ___________.

Bill could not crack the nut open because it was ___________.

(continued)

Sue could not wear her mother's shoes because they were____________.
Flowers cannot grow outdoors in winter because it is____________.
Our dog could not jump our fence because it was____________.
It will never snow in summer because it is ____________.
One day the children could not ice skate on the pond because the ice was____________.
We should never look at the sun because it is ____________.
Grandfather does not play football because he is____________.

Have child listen to the sentences and complete each sentence with an appropriate word.

Take is to took as
make is to (made).

We is to our as
you is to (your).

Work is to worked as
See is to (seen).

Plant is to planted as
run is to (ran).

I is to am as
you is to (are).

Do is to did as
go is to (went).

Foot is to feet as
tooth is to (teeth).

It is to book as
she is to (girl).

Bird is to birds as
dress is to (dresses).

Big is to bigger as
good is to (better).

Deer is to many deer as
one sheep is to many (sheep).

He is to him as
she is to (her).

They is to their as
we is to (our).

It is to itself as
they is to (themselves).

He is to his as
she is to (hers).

I is to was as
you is to (were).

Am is to was as
have is to (had).

Mouse is to mice as
child is to (children).

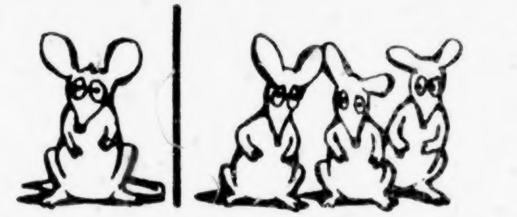
Man is to men as
woman is to (women).

Leaf is to leaves as
knife is to (knives).

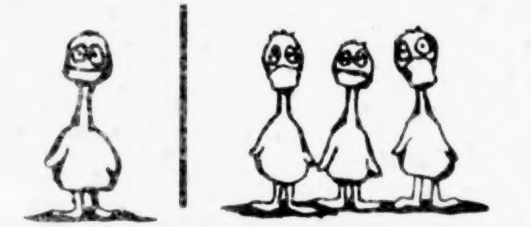
Tall is to tallest as
small is to (smallest).

Say: "These words change when there is more than one of a kind." Look at each picture and repeat after me:

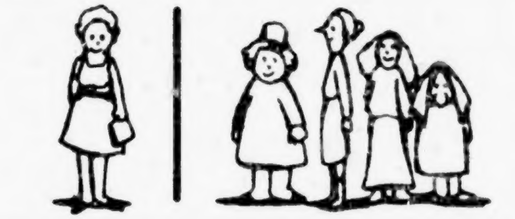
When child has completed this exercise have him look at each picture and say the words from memory.



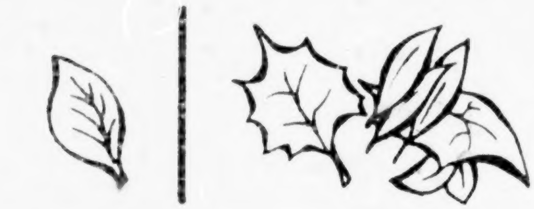
mouse mice



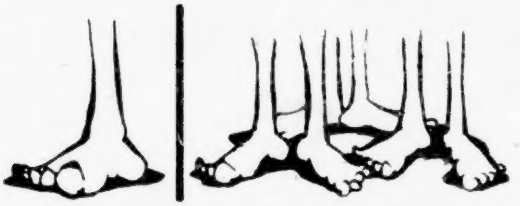
goose geese



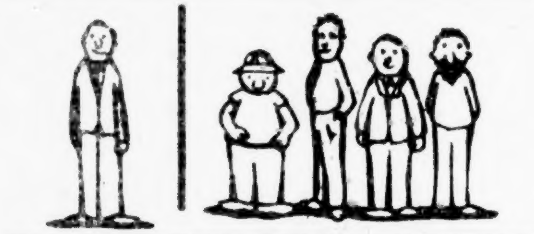
woman women



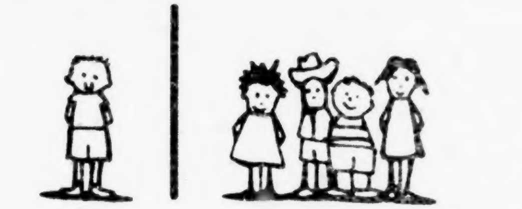
leaf leaves



foot feet



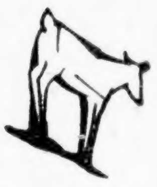
man men

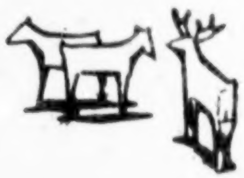


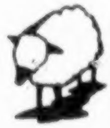
child children

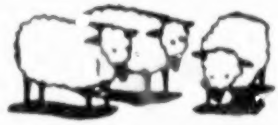
Say: These words do not change even if there is more than one of a kind. Look at each picture and repeat after me:

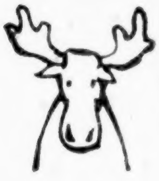
When child has completed this exercise have him look at each picture and say the words from memory.

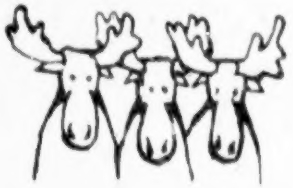

deer

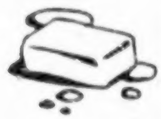

deer

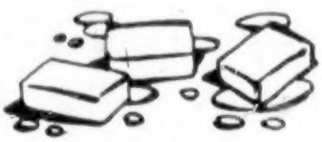

sheep


sheep

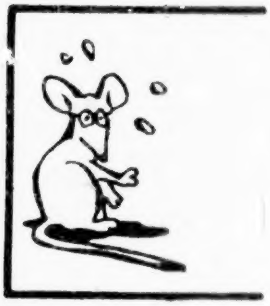

moose

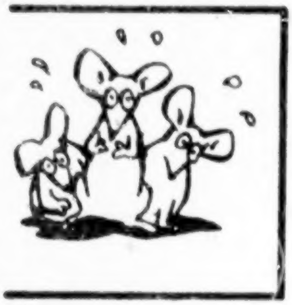

moose

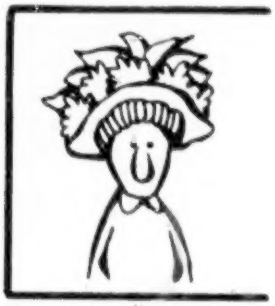

soap

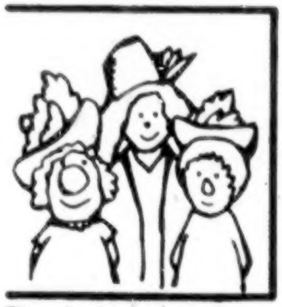

oap

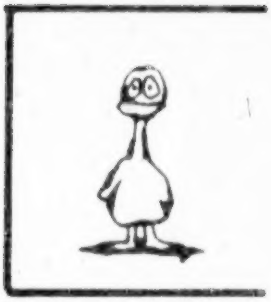
Have the child listen while you read the singular sentence. The child must then make the sentence plural on his own. Use the corresponding pictures as clues. Then have the child repeat both sentences - singular and plural.


The mouse is afraid of us.

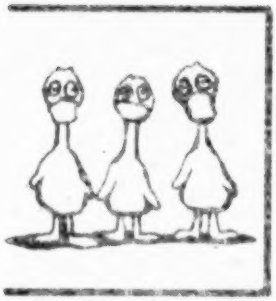

The mice are afraid of us.


The lady/woman wore a hat

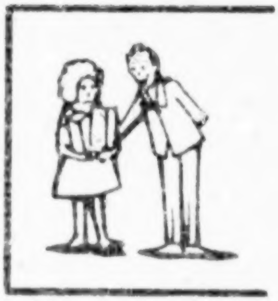

The ladies/women wore hats.



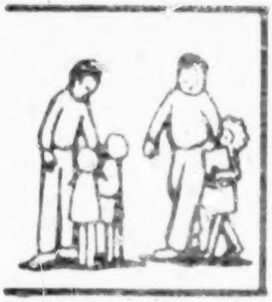
The goose is white.



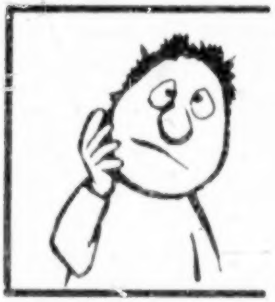
These geese are white.



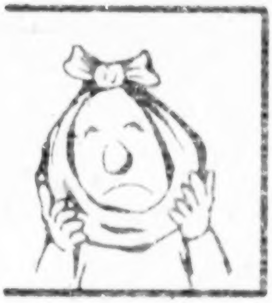
The man helps others.



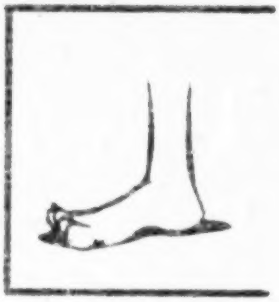
Gentlemen help others.



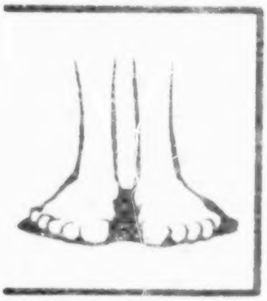
My tooth aches.



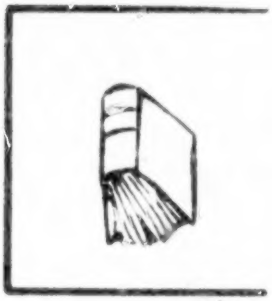
My teeth ache.



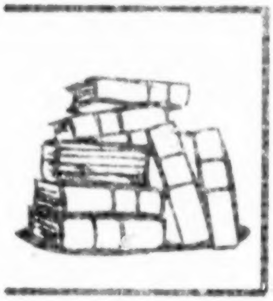
My foot is cold.



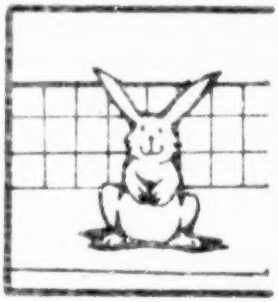
My feet are cold.



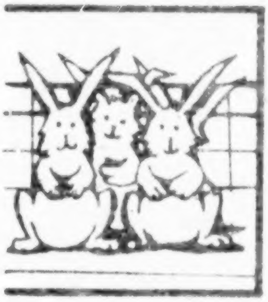
The book is sold.



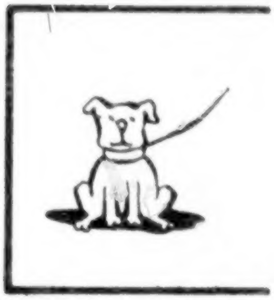
The books are sold.



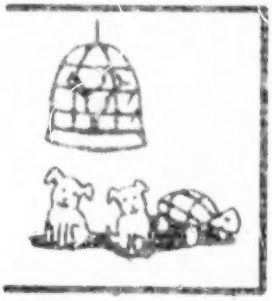
The rabbit is in the pen.



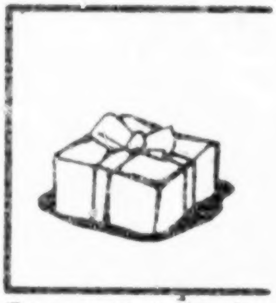
The rabbits are in the pen.



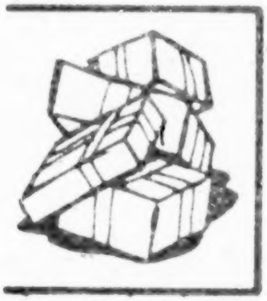
The pet is for sale.



The pets are for sale.

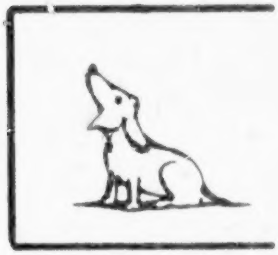


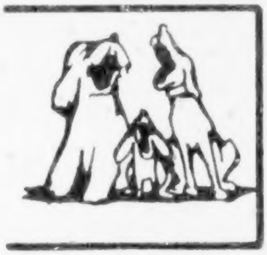
The present is for you.

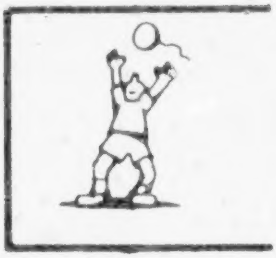


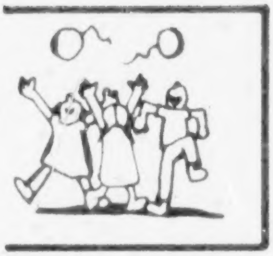
The presents are for you.

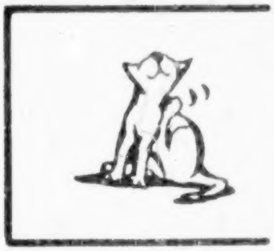
Have the child listen while you read the singular sentence. The child must then make the sentence plural on his own. Use the corresponding picture as clues. Then have the child repeat both sentences - singular and plural.

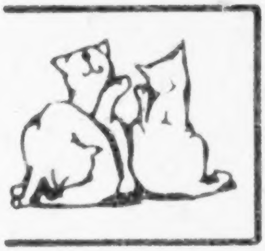

The dog barks.

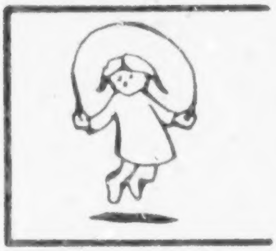

The dogs bark.

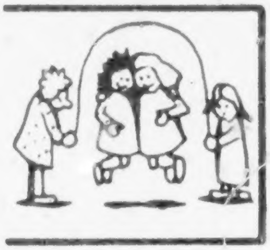

The child has fun.

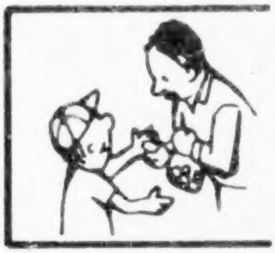

The children have fun.

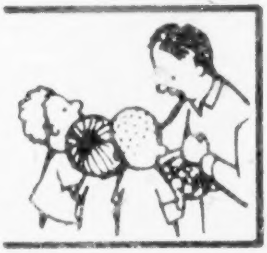

The cat scratches.

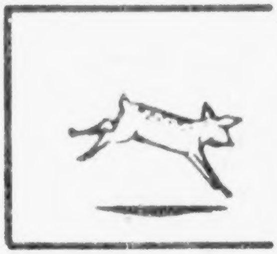

The cats scratch.

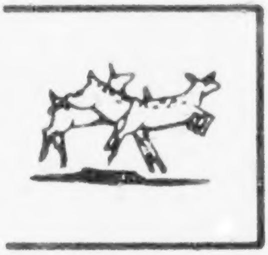

The girl jumps rope.

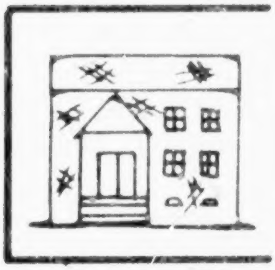

The girls jump rope.

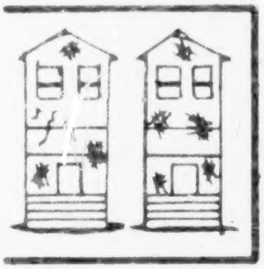

The boy bought marbles.

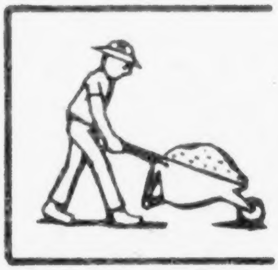

The boys bought marbles.

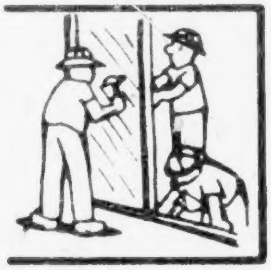

The deer runs fast.


The deer run fast.

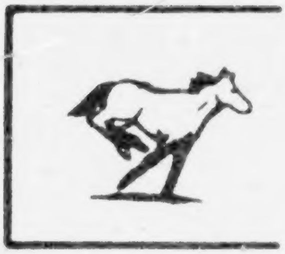

The house needs paint.

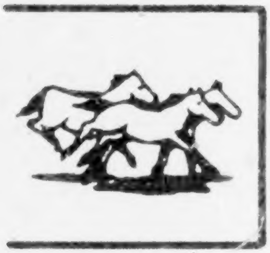

The houses need paint.

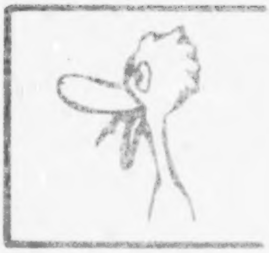

The man works hard.

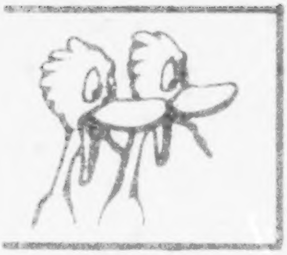

The men work hard.

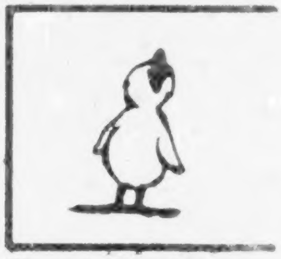
(continued)

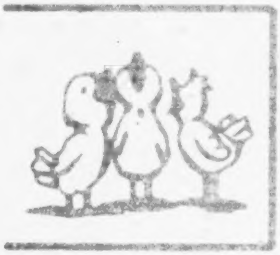

The horse can run.


The horses can run.

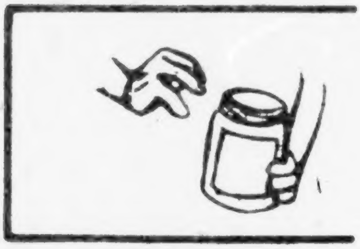

The goose can hiss very loudly.

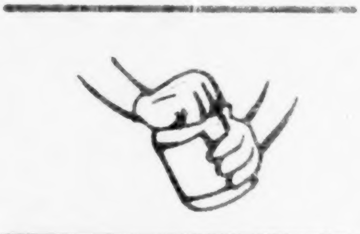

The geese can hiss loudly.

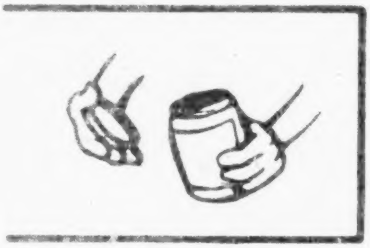

The bird enjoys singing.

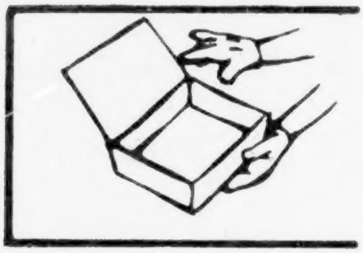

The birds enjoy singing.

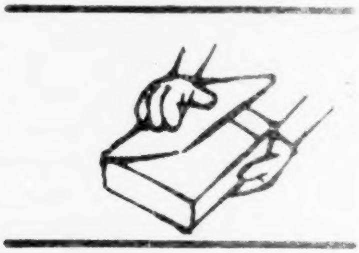
Have the child look at each set of pictures and repeat the words after you. Then point to each picture and have the child say the words from memory.

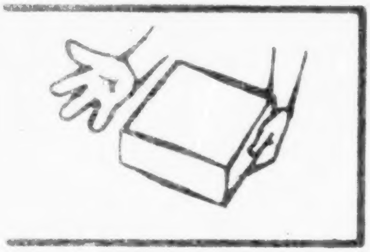

going to open

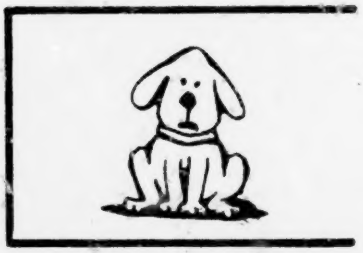

opening

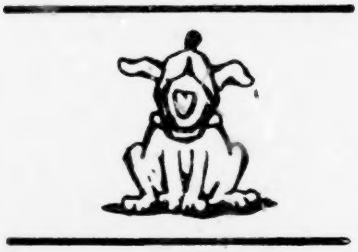

opened

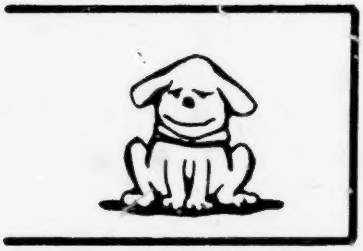

going to close

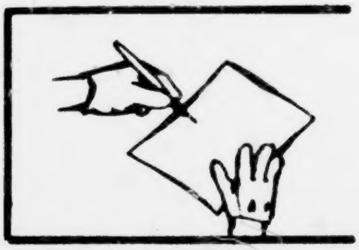

closing

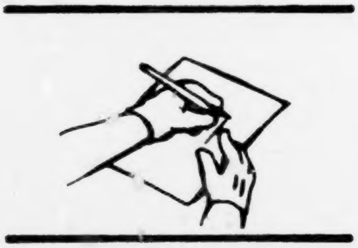

closed

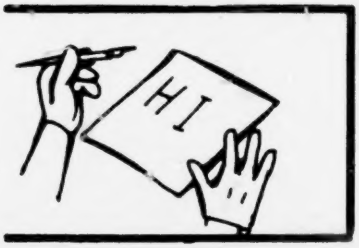

going to bark

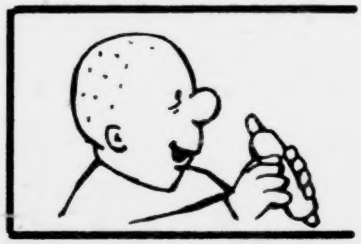

barking

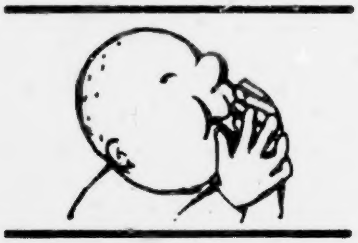

barked

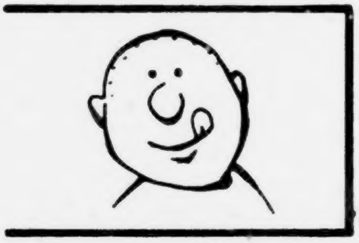

going to write

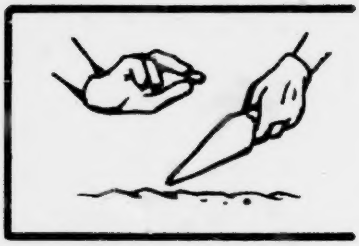

writing

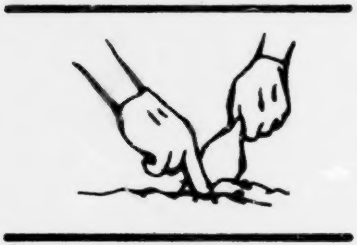

wrote

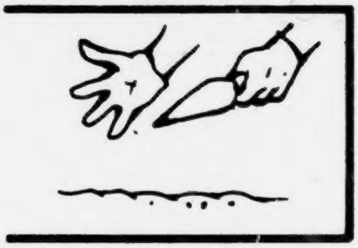

going to eat

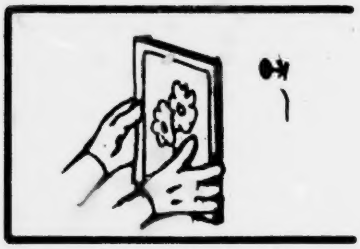

eating

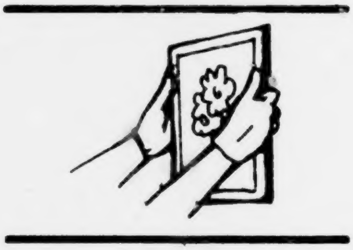

eaten/ate

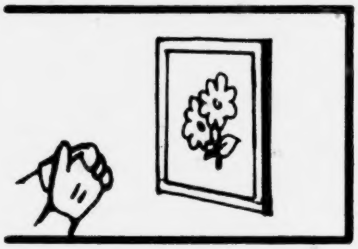

going to plant

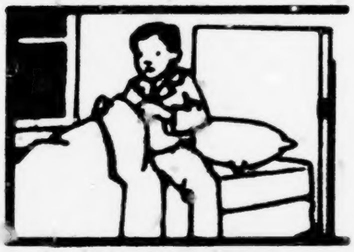

planting


planted

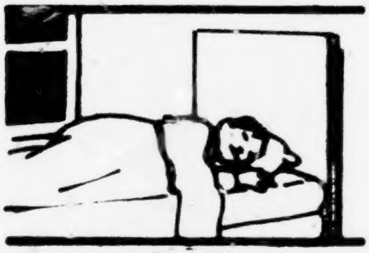

going to hang


hanging

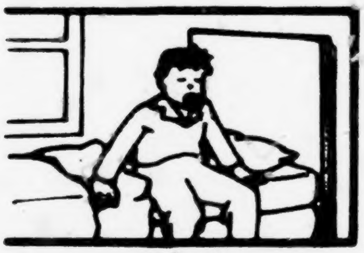

hung



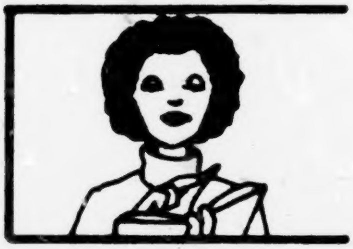
going to sleep



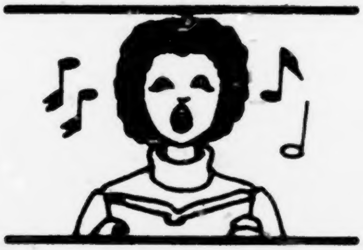
sleeping



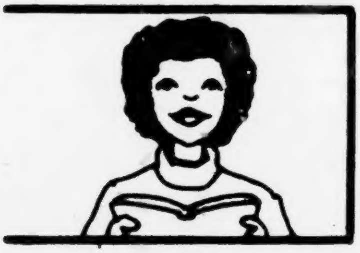
slept



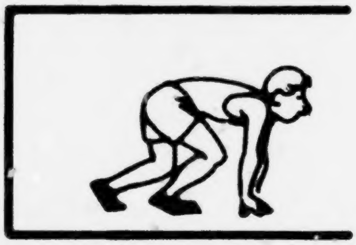
going to sing



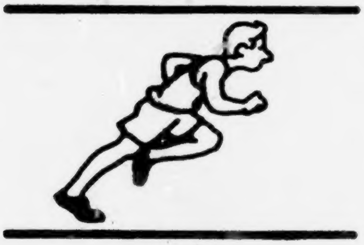
singing



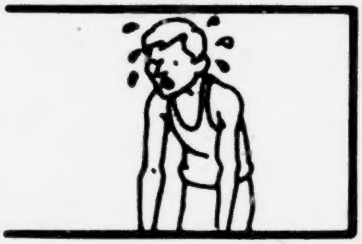
sang



going to run

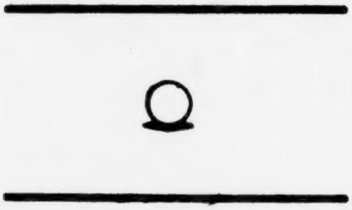


running

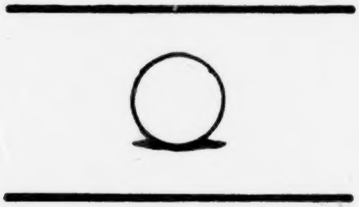


ran

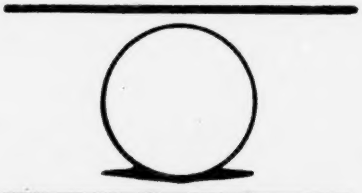
Have the child look at each set of pictures while you say the word that goes with each picture. Have the child repeat the words after you. Then point to each picture and have the child say the words from memory.



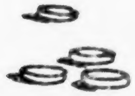
big



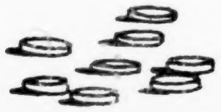
bigger



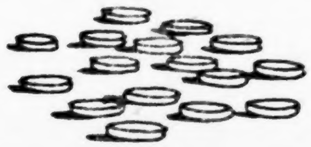
biggest



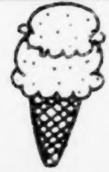
some



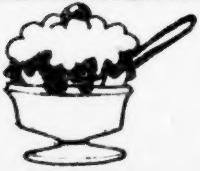
more



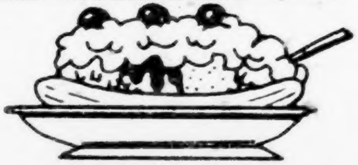
most



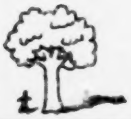
good



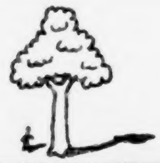
better



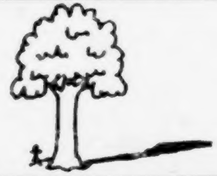
best



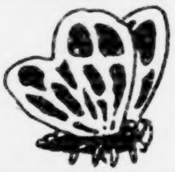
tall



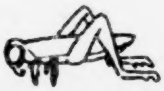
taller



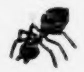
tallest



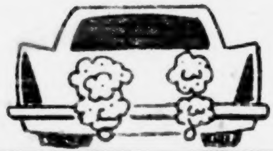
small



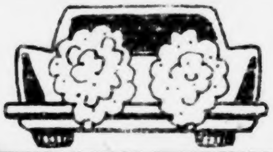
smaller



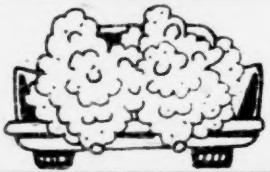
smallest



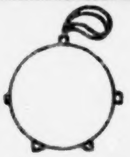
bad



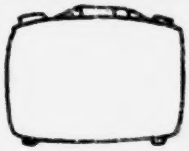
worse



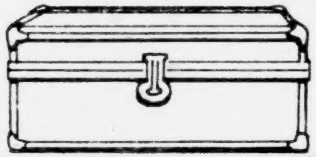
worst



large



larger



largest

Other Suggestions:

Uncompleted sentence games

Using word and sentence building games

Games involving sentence repetition

Nursery rhymes with key words omitted

Choral reading or speaking

Materials and Games

Saying the Right Word Record
(Educational Activities, Freeport, N.Y., Grades 1, 2, 3 - $4.95)

The Child Speaks - K-1
(Harper & Row, 49 East 33rd St., New York, N.Y. 10016)

Language Games: Strengthening Language Skills with Instructional Games
(Teachers Publishing Corp., Darien, Conn. - $2.25)

Can be Fun Series (Grammar Can Be Fun)
(J. B. Lippincott Co., Philadelphia, Pa. - $3.00)

Illustrated Verbs
(Notre Dame School Sisters, Chinchuba Institute, Marrero, La.)

Language Master
(Bell & Howell Co., 7100 McCormick Rd., Chicago, Ill. 60645)

D.L.M. - Spatial Relationship Picture Cards I
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill.)

Good English - Adventures
(Continental Press Materials, Inc., Elizabethtown, Pa. 17022)

Visual Memory

Definition

Visual Sequential Memory is the ability to remember and immediately reproduce a sequence of objects, letters, words or other visual symbols in the original order. Visual sequential memory appears to bear direct relation to the ability to learn to read.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to present an arrangement of figures (objects, pictures, non-meaningful designs, etc.). Have the child observe the order for 5 seconds. The instructor mixes the sequence and then asks the child to reproduce the sequence in the same order as originally seen.

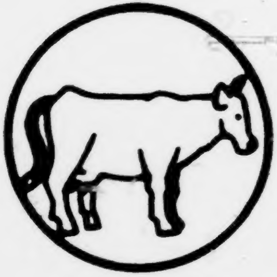
Deficit Remediation

The development of skills in visual sequential memory should first take into consideration the possibility of a visual problem needing appropriate referral. Training should then be directed toward helping the child develop observational skills, so he can attend to the details of what he sees. Next, the child needs help working out the special individual strategies for storage and immediate retrieval of the data seen. Some techniques might be: (1) silent rehearsal of names of things seen; (2) grouping of elements, (i.e., breaking down sequence into segments - first two elements, then next two elements, etc.); and (3) verbalizing the sequence aloud, (i.e., naming the items seen in order).

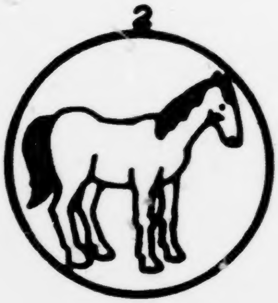
The instructor might present any one or all of the above-mentioned strategies within a delineated visual area that would serve as a key to maintaining the sequence. Such a visual area might be established as follows: The instructor presents a three part sequence, (e.g., cow, horse, dog). In full view of the child, the instructor draws a circle around each item.

Put a green line under the first circle so the child knows where to begin and a red line on the last circle so the child knows where to stop. The circles can be numbered for additional clues. The child is instructed to "look at the pictures and remember the order." Each of the items is then removed, one at a time. The three circles that now remain serve as the delineated visual area in which the sequence is to be replaced by the child as originally seen.

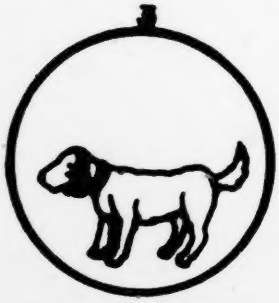
1



2



3

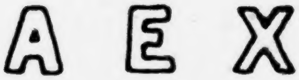


MIX THEM - FIX THEM

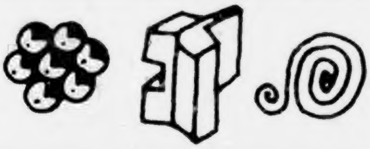
Select 2, 3, or 4 items from one category listed below and place them in a specific pattern or order on the table. The number of items you use depends on the ability of the child. Tell the child to look and remember the order or pattern. Remove the items and mix them up. Have the child replace the pictures in the original order. If he can do 2, expand it to three, then to four, etc. Remember if you name the items while the child is looking at them, the exercise becomes an integrated auditory and visual memory task.

Example:

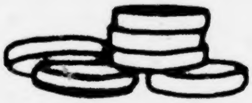
letters
nonsense designs
poker chips
paper clips
blocks
straws
miniature toys
pipe cleaners



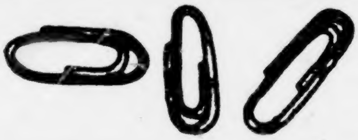
Letters



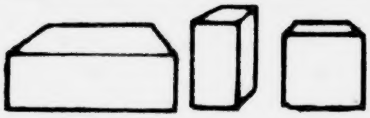
Nonsense designs



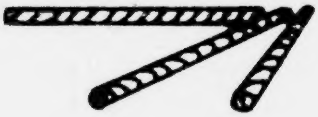
Poker chips



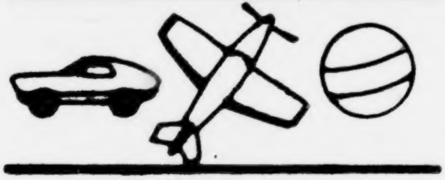
Paper clips



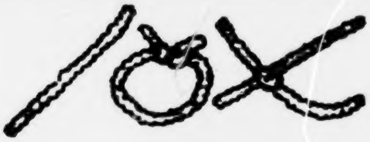
Blocks



Straws



Miniature toys



Pipe cleaners

LOOK AND REMEMBER

Place 2, 3 or more pictures on the table. The number you use depends on the child's ability. You may have to start with 2 pictures and work up to more. Have the child look at each picture as you name it and turn them face down. Then ask, "Find the___(ball)___." If the child picks up the wrong picture, say, "You found the___(cat)___, now find the___(ball)___."

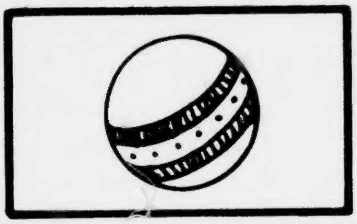
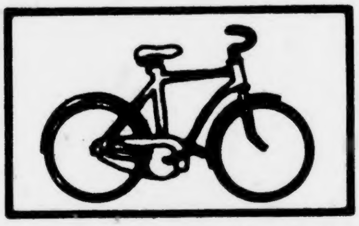
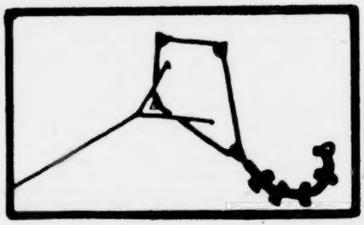
WHICH IS MISSING?

Place 2, 3, 4 or more pictures on the table. The number of pictures you use depends on the ability of the child. Have the child close his eyes and remove one picture. See if he can remember which picture is missing.

MIX THEM - FIX THEM

Place 2, 3, or 4 pictures in a row on the table. The number of pictures you use depends on the ability of the child. Tell the child to look and remember the order. Remove the pictures and mix them up. Have the child replace the pictures in the original order. If he can do 2, expand it to three, then to four, etc.

Example: Child is to look at this picture sequence and reproduce it.

In this instance the child must put the ball down first, the bike next and the kite last. He must not put the bike or kite down first even though he puts it in the second or third position. Working from left to right is essential. Remember, if you name the pictures while the child is looking at them, the exercise becomes an integrated auditory and visual task. The pictures used can be related or unrelated.

Example:

Related	ball	kite	bike
Unrelated	top	apple	cup

VISUAL - SEQUENTIAL MEMORY

Other Suggestions

String beads or build blocks following visual clues in succeeding levels of difficulty.

Have child reproduce the arrangement of objects previously seen in a sequence.

Tachistoscope techniques.

Games that are based on developing serializing techniques - grocery list/picnic/going to grandma's I will take/animals in the zoo/animals in the barn/on our way to school/ etc.

Remove an object from a group of items and have child recall the item removed.

Materials and Games

Sequence Charts
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229, #2710 - $6.00)

Sequence Transparencies
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229, #2719 - $15.00)

Memory Game
(Milton Bradley, Springfield, Mass.)

Concentration
(Milton Bradley, Springfield, Mass.)

Tell the Story - Change the Ending Transparency
(Instructo Corp., Philadelphia, Pa. 19131 - #835-20 - $3.95)

Let's Learn Sequence
(Instructo Corp., Philadelphia, Pa. 19131 - $4.50)

On My Way to School I Saw Transparency
(Instructo Corp., Philadelphia, Pa. 19131, #835-21 - $4.95)

Picture Sequence Cards
(Instructo Corp., Philadelphia, Pa. 19131, #7524 - $1.25)

Reading Readiness Picture Cards Sequencing
(Beckley-Cardy Instructo Corp., Philadelphia, Pa. 19151)

Magic Cards Sequence
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229 - #271-2 - $1.60)

Sequence Charts
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229 - #2710 - $6.00)

Sequence Transparencies
(Ideal School Supply, 5511 Edmondson Ave., Baltimore, Md. 21229 - #2719 - $15.00)

D.L.M. Sequential Cards I II III
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657
#P127 - $1.00 #P161 - $3.00 #P162 - $3.00)

Community Helpers Sequence Cards
(Weber Costello)

Picture Sequence Cards Set I II
(Speech and Language Materials, Inc. P.O.Box 721, Tulsa, Okla 74101)

Language Master Sequence Cards
(Bell & Howell Co. 7100 McCormick Blvd., Chicago, Ill. 60645)

Lite Brite
(Developmental Language Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657
#M130 - $8.95)

Visual Memory Cards Level I and II, III, IV
(Developmental Language Material, 3505 No. Ashland Ave., Chicago, Ill. 60657
#P-181, #P-182, #P-183 - $3.25 each set)

Learn to Think Series
(appropriate pages) - (Science Research Associates, 259 East Erie St.,Chicago
Ill., 60611 - Teacher's Manual - $ .75; Student Book - $1.00)

See Quees - Social Studies
(Judy Co. Learning Corp., Morristown, New Jersey 07960)

Auditory Memory

Definition

Auditory Sequential Memory is the ability to remember in consecutive order what is heard long enough to repeat it immediately. The process of repeating a sequence of symbols just heard is considered short-term memory, as opposed to recalling material learned sometime before, which is considered long-term memory.

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to present a series of digits (6 - 5 - 3), nonsense syllables (fab - lar - fam), or short words (car - toy - dog) at a simple, rapid rate (2 per second) and then to ask the child to repeat them immediately in the order heard.

Deficit Remediation

The development of skills in auditory sequential memory is directed toward first helping the child develop a listening attitude, so he can attend to the details of what he hears. Secondly, the child needs help working out the special, individual strategies for storage and immediate retrieval of the data heard. Some techniques might be silent rehearsal of symbols heard, grouping of elements, visualization, and teaching the child to supply a single motor response for each auditory unit presented, such as single clap of the hands, a tap of the foot or individual pencil marks on a piece of paper. It may be helpful for the child if the instructor supplies a single motor response for each auditory unit presented (e.g., say, "4 - 8 - 1" as you clap 3 times or hold up 3 fingers, etc.)

▶ LISTEN, REMEMBER AND SAY WHAT I SAY

Name 2, 3, or 4 units (related words, unrelated words, digits, sentences) in a sequence. The child is to listen and remember the sequence and then repeat it in the order he heard. Expand the number of units as the child's ability improves - when 3 units can be done successfully, work on 4.

Example:

Related Words:

ball	block	doll	kite	(toys)
car	truck	train	bus	(transportation)
apple	banana	peach	grapes	(fruit)
carrots	potatoes	lettuce	tomatoes	(vegetables)
shoe	coat	gloves	shirt	(clothes)

Make up more.

Unrelated Words:

chair	steak	roof	car
ten	street	moon	boy

Make up more.

Sentences:

I like candy.
I like chocolate candy.
I like chocolate candy bars.
I like chocolate candy bars with nuts and caramel.

Digits:

3 - 3
2 - 5
3 - 6 - 6
2 - 9 - 5

8 - 6 - 1 - 1
7 - 1 - 6 - 9
4 - 3 - 7 - 8 - 8
9 - 5 - 8 - 1 - 7

▶ Say the names of 2, 3, or 4 pictures in a sequence. (The number you say depends on the child's ability.) Then hand the pictures of the words said to the child so that he can place them in the order that he heard. Make sure the pictures are not handed to him in the correct order.

Example: Say apple, banana, grapes

The child must put the apple down first, then the banana, then the grapes. He shouldn't put the grapes or banana down first even though he puts them in the correct place. Names of pictures can be related or unrelated.

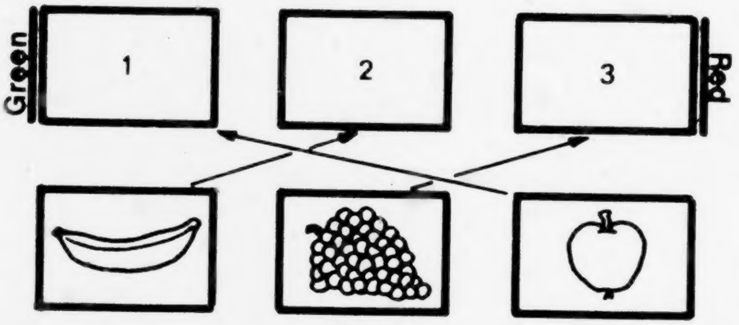
(continued)

Example:

Related Words:	apple	meat	Jello	(food group)
Unrelated Words:	ball	hat	boy	

If the child has difficulty, visual clues can be given by making boxes on paper to indicate where the pictures are to be placed. Put a green line on the first box so the child knows where to begin and a red line on the last box so the child knows where to stop. The boxes can be numbered for additional clues. If the child needs more help, point to the appropriate boxes as you say the words. Then proceed as explained above.

Example:



COLOR - WHAT COLOR DID YOU HEAR?

Read each sentence slowly and carefully, emphasizing the color word. Ask, "What color did you hear?"

If, after two tries there is no response or the response is incorrect, say, "Listen" and read the sentence again. As you say the color, hold up an appropriate piece of colored paper. The introduction of colored paper changes this exercise into an integrated auditory and visual exercise. Another way to play this game as an integrated auditory and visual memory exercise is to place pieces of colored paper in front of the child. Have him associate the correct colored paper with his answer. Practice until the visual cues (colored paper) are not needed to play the game and the child depends on just his auditory memory.

Look at the brown cow in the barn.
What color is the cow?
There is the big red barn
What color is the barn?
The white sheep were eating grass.
What color are the sheep?

(continued)

The pigs were eating yellow corn.
What color is the corn?
The pasture was full of green grass.
What color is the grass?
The black horse jumped and played.
What color was the horse?
The yellow chicks were sleeping.
What color were the chicks?
The duck flapped his brown wings.
What color are the duck's wings?
The gray goat watched the boys playing.
What color was the goat?
The brown horse slowly walked to the barn.
What color is the horse?

COLOR - WHAT COLOR DID YOU HEAR?

Read each sentence slowly and carefully, emphasizing the color word. Ask, "What color is mother's coat?" - "What color are the pears?", etc. Have the child say the color he heard.

If, after two tries there is no response or the response is incorrect, say, "Listen!" and read the sentence again - with strong emphasis on the color. As you say the color, hold up an appropriate piece of colored paper. The introduction of colored paper changes this exercise from an auditory memory one to an integrated auditory and visual memory exercise. Another way to play this game as a visual and auditory exercise is to have the child listen to each sentence and pick up the appropriate color and name it as he hears the color name. Practice until the visual cues (colored paper) are not needed to play the game and the child depends on just his auditory memory.

My mother has a black coat.
We had green pears for lunch.
The purple flowers grew in the woods.
Grandfather has a white car.
I ate the large red apple.
My mother has brown eyes.
The blue sky had a few clouds.
I gave a yellow flower to my teacher.
There was a white fence around the house.
I gave a yellow flower to my teacher.
The boy played with the red ball.
The black bird built a nest.
The cows ate the green grass.
Put the yellow flowers in the vase.
The American flag is red, white & blue.

Read each of the following statements.
After the sentence is read, ask the child:
"Did you hear the name of a food or an
animal? What name (food or animal) did
you hear?"

If there is no response or the response is incorrect, re-read the sentence, emphasizing the food or animal.

Cut up the lettuce for supper.
My cat likes cream for supper.
The cows graze in the pasture.
Celery grows in bunches.
I like green apple pie.
We had spinach for supper.
Mother will pop some corn.
Oranges grow on trees.
I rode a pony at the park.
The mouse is very small.

A peach is in my lunch box.
Blueberries grow on bushes.
Monkeys like bananas.
Mother made potato salad for lunch.
I saw a baby elephant at the circus.
The man rode on the camel's hump.
There is a pear tree in the field.
The squirrel lives in a hollow tree.
The tomato soup is hot.
We will have peas for supper.

Read each of the following statements.
After the sentence is read, ask the child:
"Did you hear the name of a food or an
animal?" "What name(food or animal) did
you hear?"

If there is no response or the response is incorrect, re-read the sentence.

A ripe tomato is red.
We saw a lion at the zoo.
The elephant was very big.
The squirrel hides nuts.
Rabbits like to eat carrots.
I like green grapes best.
Pour the milk on my cereal.
The giraffe has a long neck.
The cat ran after the mouse.
Apples grow on trees.

Slice the banana on my cereal.
Put the celery in the refrigerator.
The orange was sweet and juicy.
The dog barked at the cat.
I like oatmeal for breakfast.
The cows give us milk.
There were black sheep in the barn.
Mother bought some peaches at the store.
I like butter on my rice.
Peas grow in a pod.

Read each of the following statements, **emphasizing** the name of the toy. After the sentence is read, ask the child, "What was the name of the toy you heard?"

If there is no response or the response is incorrect, re-read the sentence.

The toy airplane could fly.
The girls like to play jump rope.
The boys are playing ball.
Can you ride a bicycle?
Father played ball with me.
Play the drum, and we will march.
It's fun to fly a kite.
Puzzles are good for quiet play.
We built a fort with the blocks.
Tom likes to play with the train of cars.
Mother gave Sue a doll carriage for her birthday.
Billy can sail the boat in the water.
The doll house was filled with furniture.
The boys played with the soldiers.
The big boys like to play football.
Mary plays with her doll after school.
We played on the snow with our sled.

FARM ANIMALS

Read each sentence slowly emphasizing name of farm animal in each sentence.

If after two tries you do not get an appropriate response, use either pictures or objects of farm animals and associate the correct animal picture or object with the correct response. Practice until the visual cues are not needed to play the game and the child depends on just his auditory memory.

The tired cows were lying down in the grass.
  Where were the tired cows lying?
  What farm animals were tired?
The mother sheep was looking for her baby lamb.
  Who was the mother sheep looking for?
  What do we call the baby?
Look at the chickens playing.
  What farm animals are playing?
The farmer was riding on the horse.
  On which farm animal was the farmer riding?
  On what part of the horse's body do we ride?
The duck is lucky; he can walk on land and swim in the water.
  What can the duck do besides walk on the land?
The chickens lay eggs.
  Which animal lays eggs?
  What do the chickens lay?
The goat was quietly eating grass.
  Which animal was eating grass?

The farmer heard a loud "moo."
  Which animal made the noise?
The turkey has a big, beautiful feathered tail.
  Which animal has a big beautiful feathered tail?
  Which is the Thanksgiving animal?
The pigs ran to see if their dinner was ready.
  Where were the pigs running?
  Which animals were hungry?
The mama hen chased her baby chicks around.
  Who was chasing the baby chicks?
The cow gives us milk to drink.
  What does the cow give us?
  Which animal gives us milk?

▶ Read each story slowly and carefully - emphasizing the activities or items the child is going to have to remember to be successful in answering. After the story is read, ask: "What was forgotten?" The child can give just the activity - (For example) "Books" in the first story, but then your child must give you a complete sentence, "Jimmy forgot to bring his books." If the child is unable to construct the sentence, you say the sentence for him and then have him repeat it.

The teacher said, "Bring your lunch, books, and paper to school." Jimmy brought his lunch and paper to school. What did he forget?

Mother told Betty to wash her face and hands, brush her teeth and comb her hair. Betty washed her face and hands and combed her hair. What did she forget to do?

Father told Bill to wear his coat, hat, gloves, and boots. Bill put on his coat, gloves, and boots. What did he forget to wear?

Mother needed to buy soap, steak, napkins, and apples at the store. She bought steak, napkins, and apples. What did she forget to buy?

Tom has chores to do every week. He is to empty the trash, sweep the walk, and cut the grass. This week he emptied the trash cans and cut the grass. What did he forget to do?

Billy has chores also. Every day he is to walk the dog, brush the dog, and give the dog food and water. Today he walked the dog, and gave it food and water. What did he forget to do?

▶ Say "We are going to listen for these words." Then read the words

ball wall peas peel
pew car beach teeth

Say to the child: "I am going to read two sentences to you." "If you listen with your ears very carefully, you will hear me say one word two times." "You will hear me say it in sentence #1 and in sentence #2." For example: "(supply the child's name) is going home." "I gave a present to (supply the child's name)". "Did you hear me say a name two times?" "Yes (name)". "It was your name, that's right - good for you - see what a good listener you are." "Now let's see if you can hear and tell me the word I say two times." (Begin the work.) If the child does not remember, tell him the word that was said twice and have him listen for it while you read the sentence again.

Tom can play ball with me.
The boy threw the ball.

The cat's paw was hurt.
The dog put his paw in my hand.

We saw the horse jump over the wall.
The wall is very high.

Our car is in the garage.
My brother has a toy car.

We had peas for supper last night.
I helped my mother cook the peas.

The beach is near the farm.
We go to the beach for a vacation every summer.

Joe will peel the orange for his sister.
You may peel f[illegible]ples.

Do you brush your teeth after you eat?
The kitten's teeth were very sharp.

▶ Read the following sentences to the. child, than ask each question.

If the child cannot supply the correct answer, read the question again so the child will know what information to listen for. Example #1: Ask, "Does Susan like to read? Listen to hear if Susan likes to read." Then read the sentence again.

- Mary likes to read, but Susan doesn't.
  - Does Susan like to read?
  - What does Mary like to do?
- The cat wanted to catch a mouse, and it did.
  - What did the cat want to do?
  - Did he catch the mouse?
- Mother bought some apples Monday.
  - What did mother do?
  - When did she do it?
- Yesterday, Tom wanted to make a kite, but he didn't have any materials.
  - What did Tom want to do?
  - Did he do it?
  - Why didn't he do it?
- Bob saw an apple on a tree. He tried to reach it but he could not.
  - What did Bob see?
  - What did he try to do?
  - Did he reach the apple?
- Joe lost his book last night, and he tried to find it.
  - What happened to Joe?
  - Did he look for the book?
- Tom threw a ball, and Bob tried to catch it and he did.
  - Who tried to catch the ball?
  - Did Tom throw the ball?
  - Did Bob catch it?
- Don tried to throw the ball into the basket, but he missed.
  - What did Don try to do?
  - Did he throw the ball into the basket?
- Peggy went to the woods last spring and tried to find some acorns. She put them in a pail.
  - Where did Peggy go?
  - Why did she go there?
  - Did she find any acorns?
- The fox tried to catch the rabbit.
  - What did the fox try to catch?
  - Did he catch the rabbit?
- Last week Sally learned to make a cake.
  - What did Sally learn to do?
  - Who learned to make a cake?
- A bird knows how to make a nest.
  - What does a bird know how to do?
  - What animal makes a nest?
  - Why does he make a nest?

Tom and Billy **pretended** to be soldiers.
  What did the boys pretend to be?
  Who pretended to be soldiers?
Mary pretended to give some medicine to her doll.
  What did Mary pretend to give to her doll?
  Did she really give her doll any medicine?

Other Suggestions

Repeat digits, license numbers, phone numbers, address numbers.

Song and rhymes based on developing serializing skills - One, Two, Buckle my Shoe, Ten Little Indians, etc. - any nursery rhymes

Repeat groups of words heard.

Repeat sentences working from short, simple ones to sentences increasing in length.

Contents of story retold

Materials and Games

Sequence Tapes
(School and Pre-School Supply Center, Inc, 5511 Edmondson Ave.,Baltimore, Md. 21229 - #2715 - $30.00)

Sequence Cassettes
(School and Pre-School Supply Center, Inc., 5511 Edmondson Ave., Baltimore,Md. 21229 - #2717 - $30.00)

Language Master Cards
(Serializing, phrase and sentence cards)
(Bell and Howell Co., 7100 McCormick Road, Chicago, Ill. 60645)

D.L.M. Buzzer Board
(Developmental Learning Materials, 7440 No. Natchez Ave., Niles, Ill. 60648 #W-135 - $8.50)

INTEGRATED AUDITORY AND VISUAL SEQUENTIAL MEMORY

D.L.M. Auditory Memory L I II III
(Developmental Learning Materials, 3505 No. Ashland Ave., Chicago, Ill. 60657)

Peabody Language Kit Sound Records with Visual Clues
(American Guidance Service, Inc., Publishers' Building, Circle Pines, Minn. 55014)

Playthings - Food/ Clothing
(Judy - General Learning Corp., Morristown, New Jersey 07960 - #612805 - $6.95 each)

Definition

Auditory Closure is the ability to comprehend a complete word when only partial information is given. Specifically, it taps the child's ability to recognize a word when only part of the word is presented to him. It is a highly organized process that operates automatically, not consciously. As is characteristic of the other closures, the phenomenon is dependent upon the use of redundant units of experience. (Refer also to discussion of Grammatic Closure, Sound-Blending and Visual Closure.) It is the factor of auditory closure that operates when we miss parts of a conversation and need to fill in the gaps so that we understand. Some conditions that stimulate this response are when background noises block out some of the sounds in a conversation, or when speech is too rapid, or when speech is spoken with a foreign accent. Children learning to read via a phonic approach may utilize the phenomenon of auditory closure as a compensatory mechanism for any sound-blending difficulties experienced. That is, when sounding out a word, if a child is not sure of all the sounds, he could well use auditory closure to "fill in the gaps."

Sampling Procedure

A suggested method for examining the child's capabilities in this area is to delete part of a word when presenting it to the child and then ask him to produce the whole word. The examiner asks, "What am I talking about ..... tele___one?"

Deficit Remediation

The development of skills in Auditory Closure must first take into account the prerequisite conditions of:

(1) adequate short-term auditory memory,
(2) sufficient exposure to the material being presented,
(3) whether or not the word is within the child's active vocabulary.

In developing a training program, first present the material for closure in its completed form, then re-do it with one part missing and finally ask the child to identify it, (e.g., "Listen: Potato. Now listen again, potat__. Now finish it.") In the next stages, present the words for closure in sentences that give context clues, (e.g., "Put on your socks and sh___." or, "Take this chalk and write on the blackboa____.")

When a word is presented in isolation, it is easiest to supply the final sound or syllable. The next stages should help the child with missing initial sounds or syllables since it is a more difficult task. The most difficult task is to supply the medial sounds or syllable. Only in the last stages of the program should the activities include words with more than one part omitted, (e.g., "te__e__one.") If difficulties in training occur, it may be helpful to accompany any of the stages of the program with pictures that portray the words presented.

Note: Refer to Auditory Closure activities in each curriculum section.

Sound Blending

● Definition

Sound Blending is the ability to integrate isolated sounds into a whole word. It is one aspect of the auditory closure abilities in that it again depends upon the internalization and utilization of what is heard over and over. The child hears the separate sounds of a word (i.e., input of partial information) and automatically synthesizes them into its recognizable whole. Sound blending is a highly significant skill for learning to read via the phonic approach.

● Sampling Procedure

A suggested method for examining the child's capabilities in this area is to ask the child to synthesize the separate parts of a word to produce an integrated whole. The examiner speaks the sounds of a word singly, at half-second intervals, and then asks the child to identify the word (e.g., m - a - n). The task can be made less difficult by including illustrations of the words used.

● Deficit Remediation

The development of skills in sound blending should begin by decreasing the number of sounds to be integrated and at the same time increasing the rate of their presentation. The fewer the sounds (start with only two: t - oe) and the closer they are presented in time, the more easily they will be synthesized. Start with half-second or less time intervals and work up to a goal of two-second interval presentations.

Note: Refer to Sound Blending activities in each curriculum section.

Bibliography

Berry, Mildred Freburg. Language Disorders of Children: The Bases & Diagnoses. Appleton-Century-Crofts, New York, 1969.

Bush, W. J. and Giles, M. T. Aids to Psycholinguistic Teaching. Columbus, Ohio: Charles E. Merrill, 1969.

Continental Press, Inc. Educational Publishers. Elizabethtown, Pennsylvania, 17022

Daley, William, ed. Speech and Language Therapy with the Brain-Damaged Child: Proceedings. Washington, D.C.: The Catholic University of America Press, 1962.

Eisenson, Jon. Aphasia in Children. Harper & Row, New York, 1972.

Gaer, Eleanor. "Children's Understanding and Production of Sentences." Journal of Verbal Learning and Verbal Behavior, 8, 1969: 289-294.

Johnson, Doris J., and Myklebust, Helmer R. Learning Disabilities: Educational Principles and Practices. Grune and Stratton, Inc., 1967.

Karnes, M. B. Helping Young Children Develop Language Skills: A Book of Activities. The Council for Exceptional Children, Washington, D.C., 1968.

Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.

Kirk, S. A., and Kirk, W. D. Psycholinguistic Learning Disabilities: Diagnosis and Remediation. Urbana University of Illinois Press, 1971.

Kirk, S. A., and McCarthy, J. J., and Kirk, W. D. The Illinois Test of Psycholinguistic Abilities. Rev. ed. Urbana: University of Illinois Press, 1961.

Lee, Laura L. "Developmental Sentence Types: A Method for Comparing Normal and Deviant Syntactic Development." Journal of Speech and Hearing Disorders, 31, no. 4: 311-330, November 1966.

Lenneberg, Eric, ed. New Directions in the Study of Languages. The M.I.T. Press, Cambridge, Mass., 1964.

McCarthy, Dorothea. "Language Development in Children." In Manual of Child Psychology, 2nd ed. Edited by Leonard Carmichael, pp. 492-630. John Wiley and Sons, Inc., 1954.

McGrady, Harold. "Language Pathology with Learning Disabilities." In Progress in Learning Disabilities. Vol. 1. Edited by Helmer Myklebust, pp. 199-233. Grune and Stratton, Inc., New York, 1968.

Michigan Products, Inc. Educator's Media Materials Guide. 1200 Keystone Ave., Lansing, Michigan, 1970.

Myklebust, Helmer R. Auditory Disorders in Children: A Manual for Differential Diagnosis. Grune and Stratton, Inc., New York, 1954.

Osgood, Charles E. "A Behavioristic Analysis." In Contemporary Approaches to Cognition. Harvard University Press, Cambridge, Mass., 1957A.

Osgood, C. E., and Sebeok, T. A. (eds.) Psycholinguistics. Indiana University Press, Bloomington, 1965.

Paraskevopoulas, J. and Kirk, S. A. The Development and Psychometric Characteristics of Revised Illinois Test of Psycholinguistic Abilities. Urbana: University of Illinois Press, 1969.

Smith, Frank and Miller, George A. The Genesis of Language: A Psycholinguistic Approach. The M.I.T. Press, Cambridge, Mass. and London, England, 1966.

Strauss, Alfred A., and Lehtinen, L. E. Psychopathology and Education of the Brain-Injured Child. Vol. 1. Grune and Stratton, Inc., 1957.

Wood, Nancy E. Delayed Speech and Language Development. Foundations of Speech Pathology Series. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.